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ABSTRACT

This resource manual was designed to encourage active parent and community cooperation with the school in developing good nutrition practices for school children and their families. Chapter one presents introductory information. The second chapter contains a variety of materials that may be used to involve the parents in the nutrition education program. These include suggestions for awareness activities and parent newsletters that would provide information about the program, a number of strategies to involve parents in the program, and suggestions for meetings and workshops to meet parents' nutritional concerns. Chapter three contains lists of community agencies and groups that may provide sources of reliable information, educational materials, and professional resource persons for classroom and parent programs. The fourth chapter offers additional materials for communicating with parents. Effective use of the media is discussed in the fifth chapter, and chapter six provides sample assessment instruments for the program. Sample lesson plans for preschool through the sixth grade are appended. Resources for bilingual materials are also appended, as well as an outline of school lunch patterns for elementary school students. (JD)

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Nutrition Education Choose Well Be Well

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A Resource Manual for Parent and Community Involvement in Nutrition Education Programs

CALIFORNIA STATE DEPARTMENT OF EDUCATION
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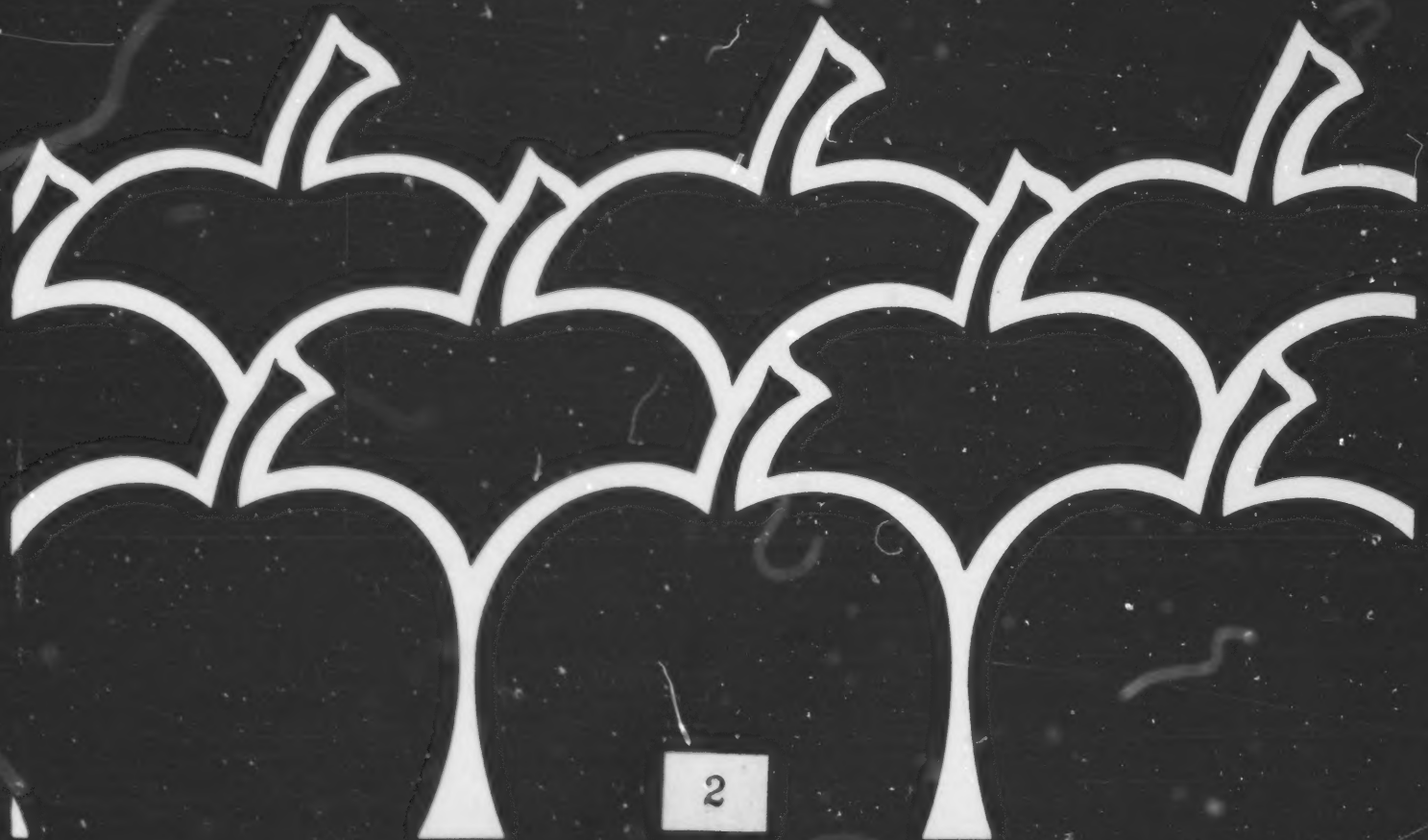
Sacramento, 1984



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Nutrition Education Choose Well Be Well

A Resource Manual for Parent and Community Involvement in Nutrition Education Programs

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A list of other publications available from the Department may be found on page 122 of this document.

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Preface

Recognizing that schools are the primary agency in long-term contacts with the family, the educator can approach parent and community involvement as an integral part of nutrition education programs.

What are some of the reasons for parent involvement? The basic reason is the widespread belief that parent involvement enables students to achieve better and to learn more than they would without their parents' help. In other words, the assumption is that the behavior of parents and other family members influences student learning.

Parent involvement is most widespread and sustained when parents view their participation as directly linked to the achievement of their children. This resource manual was designed to give priority attention to developing such a mode of participation and support.

Parent activities within the school can be viewed from the broader context of the total community. The inclusion of community networks and resources is an attempt to recognize the importance of community awareness and to address strategies for encouraging community involvement.

We hope that the manual will be useful in combining the efforts and expertise of teachers, parents, and community members in order to make the challenge of nutrition education a rewarding experience.

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Introduction

Changes in family life in recent years have led to changes in people's eating habits and nutritional practices. As a result of these changes, the relationship between good nutrition practices and optimum health requires renewed attention.

Educators can assume the task of teaching individuals how to make food choices that will contribute to their overall health and well-being. However, parents are a critical factor in reinforcing the knowledge students receive at school.

The Department of Education prepared this resource manual for use by educators who want to encourage parents to take an active role in helping their children establish healthful eating habits.

The goals of California's nutrition education program, as set forth in the *Health Instruction Framework for California Public Schools,* are as follows:

- To develop an understanding that eating patterns are dependent upon interrelationships among physical, social, psychological, economic, and cultural factors
- To find alternatives in meeting nutritional needs and to decide on various ways of achieving good nutrition within eating patterns
- To develop eating patterns which contribute to wellness

Five topics have been identified in *Minimum Proficiency Levels for Nutrition Education in California Schools:*

- ***Food Choices***—Daily food intake is related to the attainment of optimal health.
- ***Factors Influencing Food Choices***—Life-styles, peers, and individual family resources reflect similarities and differences in food choices.
- ***Food-Related Careers***—Needs, roles, responsibilities, and educational requirements affect an individual's choices in food and health nutrition-related careers.
- ***Consumer Competencies***—Effective utilization of existing resources may enhance the potential for satisfying individual and family nutritional needs and wants.
- ***Food Handling***—The quality and safety of foods are influenced by the handling, processing, and preparing of foods.

Minimum proficiency levels for students were developed for each of the preceding topics to ensure the systematic achievement of the three goals cited in the health framework.

In an attempt to improve nutrition in the schools, the Department of Education has developed the curriculum series entitled *Nutrition Education—Choose Well, Be Well.* The publications in this series have been developed by Department staff to present accurate and current nutrition information to students, to facilitate an awareness of the students' own nutrition-related values, and to provide students with an opportunity to share their opinions and attitudes with other persons.

A Resource Manual for Parent and Community Involvement in Nutrition Education Programs is divided into five chapters. Chapter One presents introductory information. The other chapters provide information about working with parents within the school, using community networks, providing effective communication, working with the media, and assessing the outcome of parent programs.

The resource manual may be used in conjunction with the curriculum series *Nutrition Education—Choose Well, Be Well.*

It is hoped that this document will help educators attain an increased level of support and involvement from parents and the community.

Involving Parents in the Nutrition Education Program

This chapter contains a variety of materials that may be used to involve the parents in the nutrition education program. These include suggestions for awareness activities and parent newsletters that would provide information about the program, a potpourri of strategies to involve parents in the program, and suggestions for meetings and workshops to meet parents' nutritional concerns.

Awareness Activities

The purpose of the awareness activities is to inform parents of the nutrition education activities occurring at their child's school.

Awareness Presentations

To encourage parents to become aware of program goals and to get involved in program activities, teachers might consider having an awareness meeting for their classroom and/or school parents. This session can be presented along with some other school function that normally draws parents to the school site, such as an open house, back-to-school night, school orientation day, School Improvement Program (SIP) meeting, or school carnival.

Some of the following strategies might be used to capture parents' interest and increase their awareness of the program:

- Displaying curriculum materials and classroom resource materials
- Distributing copies of the awareness brochure, "A School-Based Nutrition Education Program," to all parents and community support people (See page 15 for a copy of the brochure.)
- Displaying school menus and offering tours of the school food service facility, if possible
- Setting up a tasting center and having parents taste foods that children will learn about or prepare as part of the curriculum
- Demonstrating a cognitive lesson and an affective lesson, so that parents can see the different strategies used in the curriculum
- Showing the promotional film *Choose Well, Be Well,* which is available from local county offices of education or from the Nutrition and Food Service Resource Center, Vallejo City Unified School District, 321 Wallace Avenue, Vallejo, CA 94590; (707) 643-2531
- Distributing the "Parent Nutrition Interest Survey," which appears on page 107 of this manual. (Explain to parents that this form will be used to plan parental educational opportunities.)
- Asking parents to volunteer their help for specific classroom needs (Examples might be donating equipment for a class cooking center, accompanying the class on a field trip, sharing some parents' knowledge of a multicultural food with the class, or if some parents work in the food industry, having them come to the classroom and tell the students about their careers.)
- Showing the motivational film *Health and Life-Styles* to stimulate concern for health education (The film is available from the Nutrition and Food Service Resource Center.)

Awareness Brochure

"A School-Based Nutrition Education Program" is the title of a brochure which teachers may send to parents to inform them about nutrition education activities in their child's classroom. This brochure contains information about the need for such programs, the operation of nutrition education programs, the need for parents' help, and the classroom program itself.

Parents' Awareness Sheets

The parents' awareness sheets, which appear on pages 17 through 31, may be used in a promotional campaign for parent awareness. Topics of current interest to parents and teachers appear in these handouts: obesity, sources of food, trying new foods, tooth decay, school lunches, breakfast, and snacks. These awareness materials can help teachers to communicate the need for a nutrition education program.

Suggested uses for the material are as follows:

- Transparencies of these sheets may be made for use at parents' meetings. Also, packets of these sheets may be distributed to appropriate audiences.
- Primary grade students may use these pages as coloring sheets. After the sheets are completed, they may be assembled in a booklet and sent home.
- The material may be used as contributions to parent newsletters. The pages may be reduced in size to be included within the newsletter format or attached to the newsletter as a unit.
- The pages may be enlarged to make promotional posters. An opaque projector and butcher paper or poster board for enlarging can be used. Posters may be displayed in school hallways, cafeterias, and classrooms and also at parent group meetings.
- Older students may expand the content of each sheet and write creative stories on it before it is sent home.

Potpourri of Strategies

The potpourri of strategies include a collection of ideas that have been used in nutrition education programs in California. These suggestions are listed for users to adopt, adapt, and enjoy.

The five subsections are as follows:

1. Parents' guide to nutritious food for classroom events
2. Student contracts
3. Parent newsletters
4. Journal entries
5. Ideas that have worked for others

Parents' Guide to Nutritious Food for Classroom Events

The "Parents' Guide to Nutritious Food for Classroom Events," which appears on page 33, will provide parents with a list of appropriate foods for classroom events as well as an explanation of the philosophy of using nutritious foods to reinforce nutrition education. This guide can be distributed at the beginning of the school year, or it can accompany the Choose Well, Be Well awareness brochure, "A School-Based Nutrition Education Program," which appears on page 15.

Student Contracts

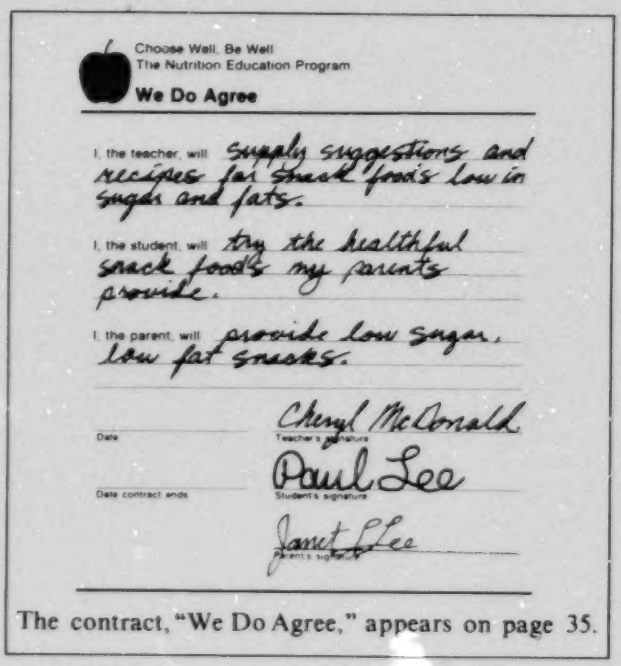
Student contracts involving the students, parents, and teachers can provide a stimulus for cooperative learning between home and school. Educators who use contracts find that parents are more involved with their child's education when specific direction for this involvement is included in the contract. Contracts are vehicles for communication between parents and teachers.

Reinforcement of information and behavior often can be accomplished with a contract.

The following are examples of activities that can be reinforced through contracts:

- Selecting snack foods low in fat or sugar
- Preparing foods for the family
- Using safe and sanitary procedures when food is handled
- Assisting in the purchasing, growing, and/or preserving of food
- Working toward establishing a pleasant mealtime environment
- Achieving optimal body weight
- Monitoring the students' actions, choices, and so forth

A contract might be completed as follows:


Choose Well, Be Well
The Nutrition Education Program

We Do Agree

I, the teacher, will Supply suggestions and recipes for snack foods low in sugar and fats.

I, the student, will try the healthful snack foods my parents provide.

I, the parent, will provide low sugar, low fat snacks.

Date

Cheryl McDonald
Teacher's signature

Date contract ends

Paul Lee
Student's signature

Janet Lee
Parent's signature

The contract, "We Do Agree," appears on page 35.

Parents' Newsletters

Newsletters sent home to parents can increase student interest and involvement in nutrition education lessons as well as provide useful and helpful information which can benefit both the parent and student (see pages 37 through 45). Five parent newsletters are included in this section. Each has been written to address one of the five topic areas for nutrition education, as indicated on the chart below. Teachers can use the blank form on page 47 to create their own newsletters.

Newsletter number	*Topic area*	*Subject*
	Food choices	**Four food groups**
	Factors influencing food choices	**Alternative protein sources**
	Food-related careers	**Nutrition resources in the community**
	Consumer competencies	**Label reading**
	Food handling	**Vegetable cookery**

It is suggested that when the students are studying one of the five topics, the corresponding newsletter be sent home. Other educators have found that this approach has helped to increase parent involvement and cooperation. Appendix A, on page 115, lists the lessons at each grade level (preschool through grade six) that correspond to the five newsletters.

Journal Entries

A journal is useful for the expression of personal reflections, questions, problems, and ideas that are meaningful to the student.

Journals can serve as a means of communication between the parent and child. A review of journal entries made over a period of time can help families reflect on the effect that involvement in the nutrition education program has had on their eating habits and their awareness of nutritional well-being.

Journals are often used as a summary assignment to be completed by the student at the end of a lesson or unit. When sent home to parents at the end of a unit, grading period, or academic year, a journal can become part of the monitoring process.

Topics to consider for journal entries include:

- My favorite snack food is . . .
- The first time I ever tasted . . .
- For holidays our family cooks . . .
- When we shop for groceries, we . . .
- The advertisements on television are . . .
- Whole grain breads are good because . . .
- One thing that I enjoy at mealtime is . . .
- Some people become overweight because . . .
- When we are eating at school, we always . . .
- A job that affects the food supply is . . .
- Vitamin pills are . . .
- I enjoyed eating . . .
- To get enough vitamin C, I need to . . .
- Use of pesticides around food is . . .

Ideas That Have Worked for Others

The ideas described in this section of the manual have been used successfully to promote nutrition education programs in various schools. However, the activities may be changed to meet the needs unique to a particular school.

The following suggestions are included:

- A lending library for nutrition resources
- Whole grains served at a school potluck
- A "Lunch Together" day at school
- Nutrition awareness poster contest
- Balloon lift-off
- Great nutrition cooking contest
- Cookbooks for parents
- Height and weight charts
- Recipes from the classroom
- Potluck ethnic dinners
- School food service involvement with parents
- Dental health activities
- Nutrition education valentines
- Student presentations of nutrition education activities
- Parents' assistance with cooking activities

A Lending Library for Nutrition Resources. Books, games, and printed materials can be housed in a lending library of nutrition resources.

To obtain materials, contact the University of California Cooperative Extension Office, local health department, or nonprofit health agencies for available pamphlets and materials. The resources listed in "Available Resources," pages 9 through 12, would make good additions to a lending library.

When choosing materials for a lending library, use the "Checklist for Evaluating Industry-Sponsored Educational Materials" on page 113.*

To operate a lending library requires the following:

- Use book pockets and cards or establish another checkout method to keep track of the materials.
- Find a suitable display area for the lending library.
- Notify parents of the availability of the materials and encourage borrowing.

Whole Grains Served at a School Potluck. Serving whole grain breads can heighten an individual's awareness of alternatives to eating only white bread. The potluck provides an opportunity for people to taste whole grains and for teachers to explain why consumption of whole grains is being stressed in diets emphasizing good health.

Prior to the potluck, the following arrangements should be made:

- Make plans with the food service department or a local bakery to supply whole grain breads for a potluck meal.
- Set up a display of whole grains, cookbooks, and pamphlets that contain information about whole grains, or use posters such as those available from the Kansas Wheat Commission, 1021 N. Main Street, Hutchinson, KS 67501.
- Duplicate the fact sheet "Fiber and Whole Grains," pages 49 and 50, for distribution to parents.
- Display cookbooks that contain recipes requiring whole grains. Books to display include the following:

  Berkeley Co-Op Food Book. Edited by Helen Black. Palo Alto, Calif.: Bull Publishing Co., 1980.

  Robertson, Laurel, and others. *Laurel's Kitchen: A Handbook for Vegetarian Cookery and Nutrition.* Petaluma, Calif.: Nilgiri Press, 1976.

*Another evaluation instrument is *A Guide for Evaluating Industry-Sponsored Educational Material* by Barbara Erickson, which was published in 1981. This document is available from Barbara Erickson and Associates, 7373 Willow Lake Way, Sacramento, CA 95831. The cost is 25 cents, plus a stamped, self-addressed envelope.

This book is available in hardbound or paperbound form in most local bookstores.

White, Alice. *The Family Health Cookbook.* New York: David McKay Co., Inc., 1980.

This publication can be ordered from: Publications, Society for Nutrition Education, 1736 Franklin Street, Oakland, CA 94612.

A "Lunch Together" Day at School. This activity encourages parents to come to school and observe firsthand what the school's lunch program includes. The cost to parents is the same amount charged to other adults who pay to eat lunch at school.

The U.S. Department of Agriculture's (USDA) school lunch pattern described in Appendix C could be distributed to parents who attend.

The invitation is on page 51, and the name tags are on page 53.

Nutrition Awareness Poster Contest. A poster contest to increase nutrition education awareness in the community might correspond with the Week of the Young Child in April; National School Lunch Week in October, Public Schools' Week in April; or National Nutrition Month in March.

Suggested rules for the contest include the following:

1. The poster contest is open to all interested students.
2. First-, second-, and third-place awards will be presented at each grade level.
3. The theme of the poster must be related to good nutrition.
4. The poster can be no larger than 18 by 24 inches (46 by 61 cm).
5. The poster must be created totally at school, unless special permission is granted from the teacher. All artwork must be done by the student.
6. There is no limit to the choice of media, unless so specified by the teacher.
7. The students will vote for five posters from their classroom to be judged in the finals.
8. The students should put their names on the *back* of their posters.
9. The five posters from each classroom must be submitted to a designated location by a certain time to qualify for the finals.
10. Posters will be displayed and judged by parents, food service personnel, and administrators.
11. Posters will be judged by the following criteria:
    - Ability to carry out theme
    - Neatness
    - Artistic ability
    - Creativity
    - Eye appeal (color and choice of media)
12. Winning posters will be displayed in the district boardroom, local banks, libraries, hospitals, or the post office. Other posters may be displayed in the classroom or during open house.
13. The following are suggestions for awards:
    - Donations from local merchants
    - A nutritious snack for the classes having 100 percent participation in the contest
    - Certificates for all entrants

Balloon Lift-Off. This activity can be used as a promotion for a health fair or at the beginning of the school year.

Purchase some medium-size balloons and arrange for helium to be available for filling the balloons. Ambulance companies might donate the helium.

Put some nutrition messages or recipes and the enclosure shown below into the balloons. Type in the name and address of your school before duplicating the enclosure.

Choose Well, Be Well

This balloon was released as part of our nutrition education program. Please return this completed form to:

School: _____

Address: _____

City: _____ **State** _____ **ZIP** ____

Balloon arrived at: _____

Date of arrival: _____

Name: _____

Address: _____

City: _____ **State** _____ **ZIP** ____

Thank You!

Great Nutrition Cooking Contest. The Great Nutrition Cooking Contest for school staff and parents is designed to promote the U.S. dietary guidelines and to raise funds for the school. Recipes to be prepared

should meet the following dietary guidelines for Americans established in 1976 by the McGovern Senate Select Subcommittee:

- Eat a variety of foods.
- Maintain ideal weight.
- Avoid too much fat, saturated fat, and cholesterol.
- Eat foods with adequate starch and fiber.
- Avoid too much sugar.
- Avoid too much sodium.
- Be moderate if alcohol is consumed.

Offer two grand prizes, one for the staff and one for the parents.

The following are essential steps in the planning of this event:

- Arrange for necessary ingredients and equipment to be provided. Ask local merchants for donations and arrange for the use of donated commodities through the food service department, if applicable.
- Have the recipes prepared on-site. The recipe ingredients and preparation instructions should be written out.
- Include as possible judges dietitians, home economists, or health professionals.

Criteria for judging the cooking contest entries might include:

- Nutrition—The food entered should not contain much sugar or fat, since these ingredients only add empty calories. Margarine should be used instead of butter if the recipe calls for this ingredient. Sour cream adds fat and calories but not much nutrition. It can be used for flavor.
- Appearance—The food should look appealing and appetizing. The color should be pleasing.
- Flavor and texture—The food should taste good. The ingredients should be well blended and present in pleasing amounts. The texture should be in keeping with the product; e.g., broccoli should be firm.
- Preparation time and directions—Recipes should not take an excess of preparation time. The directions should not call for the expenditure of an excess amount of energy by requiring the use of a number of appliances or of one appliance at great length. Directions should be clear and complete so that anyone easily can prepare the recipe by reading the directions.
- Availability of ingredients—Ingredients should be commonly available at local supermarkets.
- Skills necessary for preparation of the dish—The recipe should not call for special gourmet skills in cooking, since the dish should be one that can be prepared by most community members. Examples of recipes requiring special skills are souffles and crepes.

The following are activities to be conducted at the end of the contest:

- Invite the public to taste the completed entries for a dime a dip to raise funds or to cover the cost of the ingredients used.
- Compile the contest entries in a cookbook of foods that promote good health. If the cookbook is sold, the proceeds could be used for the school.

Cookbooks for Parents. Cookbooks made for parents can help to increase their awareness of the nutrition program and enhance their involvement in it as well as provide nutritious recipes.

A cookbook is a good gift idea for Christmas, Easter, or Mother's Day. The following instructions can be used for compiling a unique, two-part cookbook.

Part I Recipes from the Students

At the primary level, collect recipes by interviewing each child and asking these questions:

- What foods do you know how to cook?
- What foods go into your recipe?
- How do you prepare this food?
- What temperature do you use?
- How many people can be served from your recipe?

Type each child's recipe on a half sheet of paper, and list his or her name and age on it. Duplicate these recipes and include the cover sheet "Children Make Natural Cooks," which appears on page 55 of this manual.

At the intermediate level, ask students to bring nutritious recipes from home or to select a recipe from foods they have prepared in the classroom. Type each student's recipe on a half sheet of paper, and include his or her name and age. Duplicate these recipes and include the cover sheet "Recipes Collected from the Class," which appears on page 55 of this manual.

Part II Nutritious Recipes and Nutrition Information

Duplicate the information sheets on pages 57 through 61, including the cover sheet "Nutritious Recipes That Children Will Like," page 57. This cover sheet can be adapted for any occasion by putting a special greeting such as Merry Christmas or Happy Mother's Day at the bottom of the page.

To assemble the cookbook, follow these instructions: Cover the cookbook with 8½ x 11-inch (22 x 28 cm) card stock or colored paper. Cut the parent information sheets in half and stack them under the cover sheet on the left inside area. Staple these sheets at the top. Assemble all of the children's recipes and the

cover sheet onto the right inside area and staple them at the top.

The children may decorate the covers themselves. For primary grades, the following poem or one the children have written may be used on the cover:

Sometimes you get so discouraged
Because I am so small,
And always leave my fingerprints
On furniture and wall;
So here's a little handprint
I carefully made for you,
And put upon your present
To show that
"I Love You."

Have the children decorate their cookbook covers with their handprints.

Height and Weight Charts. Students are very interested in their height and weight. Plan to measure and weigh the students at the beginning and the end of the school year.

Two strategies are included:

- A one-page height and weight record sheet can be used for the elementary-age student. This chart appears on page 63.
- A booklet for monitoring a child's growth and involvement in the nutrition program is used best at the preschool level. This booklet can be discussed during parent conference time, or it may be used as a nutrition reference when it is sent home. The booklet for this activity, "Good Nutrition to Help Your Child Go, Grow, and Glow," appears on pages 65 through 68 of this manual. To assemble this booklet, remove these pages from this publication, or make copies of them. Fold these pages and fasten them in the center.

Recipes from the Classroom. The *Choose Well, Be Well* nutrition education series contains recipes that students will be trying in the classroom. When students prepare these foods, their recipes can be attached to the form on page 69 and sent home.

Potluck Ethnic Dinners. Ask parents to prepare their favorite ethnic dish for an open-house potluck meal at school or in the classroom. This activity might be used with a school site advisory council or PTA meeting, too.

School Food Service Involvement with Parents. Establish a Youth Advisory Council (YAC) with students and parents. Panels of food tasters and promotional events are just two suggestions. More information is available from the American School Food Service Association, 4101 E. Illiff Avenue, Denver, CO 80222.

Duplicate and distribute the meal patterns and guidelines that govern your food service program. The USDA guidelines are located in Appendix C.

The seasonal artwork that is often used on school lunch menus serves little educational purpose. Space on the menu could be used to heighten parents' awareness of nutrition education. Contact your food service director and share the following suggestions:

- Put nutrition crossword puzzles and word games on the printed menus. Give the answers to the food service manager to post in the cafeteria. (See pages 71 through 75.)
- Draw finger puppets on the menu for students to use in creative play at home. Examples are on page 77.

Dental Health Activities. This activity has been popular with the parents of primary-level students. Parents and children enjoy sharing this activity. When both the parents and the children work together to maintain "My Toothbrushing Chart," the children develop positive attitudes about keeping their teeth clean. See the "Letter to Parents—Toothbrushing Chart," page 79, and "My Toothbrushing Chart," page 81.

Nutrition Education Valentines. Good nutrition can be promoted by using nutrition education valentines (see pages 83 through 86). Valentine's Day is traditionally recognized as a time to give gifts of candy. Valentines with messages about good nutrition can serve as reminders about healthful foods and good food choices. To use these valentines, do the following:

- Duplicate these valentines for the children to color and take home.
- Make copies of these valentines from felt cloth. Glue magnets to the back of the cloth, and use these valentines as refrigerator magnets.

Student Presentations of Nutrition Education Activities. At assemblies and open-house programs, students can present concepts from the nutrition education program. Puppet stories, plays, songs, and verses can be included.

"Vegetables on Parade" has been a popular choice. Contact the food service director for a copy of the script. This often appears in *Poppyseeds*, the magazine of the California School Food Service Association. Another source for this script is the Potato Board, 1385 S. Colorado Boulevard, Suite 512, Denver, CO 80222.

Parents can be invited to visit the school to taste foods that the children have prepared as part of their classroom activities.

Parents' Assistance with Classroom Cooking Activities. When planning classroom cooking activities, extend an invitation to parents to participate as cooking aides. They can help prepare food, supervise cooking stations, and provide direction to the students during the cooking or tasting activity.

Send invitations home to the parents requesting their help. A sample invitation can be found on page 87.

Parents serving as classroom cooking aides must be aware of safety and sanitation procedures. Before beginning a food activity with children, each cooking aide should read "Sanitation and Safety for Classroom Cooks," on page 89.

In addition, parents serving as classroom cooking aides should work to make the cooking or tasting experience positive and educational. Classroom cooking aides also should read "Making the Most of a Cooking Activity," on page 89, before beginning the activity.

Meetings and Workshops for Parents

Once the parents have been surveyed using the "Parent Nutrition Interest Survey," on page 107, you can determine whether they want meetings about nutrition topics. You can tally their topic preferences and plan meetings or workshops to match their interests.

The following are some steps to remember when planning a parent meeting:

1. Allow yourself enough planning time to arrange for speakers and audiovisual materials.
2. Select a location that is convenient and familiar to parents. Use the needs assessment survey to determine the most appropriate time for a meeting.
3. Plan for babysitting and refreshments, if appropriate.
4. Publicize the meeting or workshop with notices to parents and use of posters and local media. Chapter Five in this manual has tips on publicity and use of the media. Personal contact with phone calls by parent volunteers is helpful.
5. End the meeting with an evaluation. See Chapter Six in this manual.
6. Send thank you letters to the community resource persons and parents who assisted.

Available Resources

The following lists of community resources and audiovisual materials can be used to provide resources for effective parent meetings. A list of representatives of the California Nutrition Council appears on page 13. The address for the California Dietetic Association is on page 14. These organizations may provide speakers.

The following are sources of information about *weight control:*

- Community Resources

  County health department nutritionist, visiting nurse association member, community college nutrition instructors, dietitian or nutritionist, medical society member, or local doctor

- Film

  *For Tomorrow We Shall Diet** is a 16mm film made in 1976, which is available from Churchill Films, Inc., 662 N. Robertson Boulevard, Los Angeles, CA 90069. This film provides information about learning to change one's diet and eating habits and reducing the caloric intake without disturbing one's ability to maintain a balanced diet. Interviews and testimonials are used.

- Printed Material

  Bennett, Iva, and Martha Simon. *Prudent Diet.* Port Washington, N.Y.: David White Co., 1972.

  This book presents behavior modification rationale and processes as a key to long-term weight control.

  Calorie Control, leaflet 2909, is available from the University of California Cooperative Extension adviser offices.

  This publication deals with menu modification for calorie control and may be obtained from the local county extension office. (See pages 90 and 91 for a listing of offices.)

  Ferguson, James M. *Habits Not Diets: The Real Way to Weight Control.* Palo Alto, Calif.: Bull Publishing Co., 1976.

  This book presents behavior modification rationale and processes as a key to long-term weight control.

The following sources tell how to *stretch the food dollar and buy better nutrition, too:*

- Community Resources

  Cooperative extension home economists, consumer educators, or utility company home economists

- Film

  Read the Label, Set a Better Table is a 16mm film, produced in 1974, which is available from the U.S. Food and Drug Administration, 1521 W. Pico Boulevard, Los Angeles, CA 90015; or one also may contact the U.S. Food and Drug Administration, 50 United Nations Plaza, San

*This film is available from the Nutrition and Food Service Education Resource Center, 321 Wallace Avenue, Vallejo, CA 94590.

Francisco, CA 94102. This film, narrated by Dick Van Dyke, describes nutrition labeling requirements.

- Printed Material

  Carcione, Joe. *The Greengrocer.* New York: Pyramid Books, 1974.

  This book contains extensive information on the purchase and preparation of vegetables.

- Cooperative Extension Pamphlets

  These free publications are all available from the University of California Cooperative Extension adviser offices:

  Buying and Using Nuts 21028

  This pamphlet tells what to look for when buying nuts. It offers directions for shelling nuts and removing skins and estimates the yield of nutmeats from nuts in the shell. It gives procedures for toasting, roasting, salting, and sugaring nuts.

  Buying Calendar for Fresh Fruits and Vegetables 2404

  This publication serves as a guide for buying fresh fruits and vegetables to coincide seasonal cycles of food prices.

  Choosing Meat on the Basis of Cost 2405

  A quick and easy computation method of cost per serving per market unit is provided.

  Choosing Poultry and Fish on the Basis of Cost 2855

  This document helps a person to figure costs of some fresh, frozen, and canned poultry and fish.

  Choosing Vegetables on the Basis of Cost 2406

  A quick and easy computation method of cost per serving per market unit is given.

  Freezer Beef: How to Buy It 2234

  Shopping for Breads, Cereals, and Macaroni 2256

  Definitions, label information, and cost comparisons are provided.

  Shopping for Fruits and Vegetables 2407

  Yield, quality guides, and label information about various fruits and vegetables are given.

  Shopping for Meat, Fish, Poultry, and Eggs 2408

  Seasons, grades, and yields are included.

  Shopping for Milk and Dairy Products 2409

  Standards for dairy products and definitions are included.

  Three Meals from One Chuck Roast 2421

  This publication helps a person to stretch the meat dollar with the purchase of a large chuck roast. Directions and diagrams are given for using one roast for three or four meals.

  Turkey Tips 2422

  This pamphlet gives tips on buying a turkey to fit certain needs. Also included are directions for safe thawing of frozen turkey, stuffing, cooking, and care of cooked turkey.

  Vegetable Know-How 2812

  This one-page fact sheet shows how to prepare raw and cooked vegetables.

  Informacion Acerca Los Guajolotes (sp) 2820

  This is the Spanish translation of *Turkey Tips* 2422.

The following resources provide information about *feeding the young child:*

- Community Resources

  County health department, school food service directory, or leading community college child care instructors

- Films

  *Food to Grow On** is a series of filmstrips and cassettes that may be ordered from Tupperware, Box 2353, Orlando, FL 32802. This three-part series guides parents through the food and nutrient needs of infants and children. It offers insights into the psychological, social, and cultural factors which help determine what children eat.

  Jenny Is a Good Thing is a film which is available from the U.S. Department of Human and Health Services in Washington, D.C. This film about head start children focuses on food and nutrition. It provides a link through which communication and parent involvement can be initiated and strengthened.

- Printed Material

  Food Before Six. Rosemont, Ill.: National Dairy Council, 1972.

  This pamphlet from the National Dairy Council is a feeding guide for parents of young chil-

*These materials are available from the Nutrition and Food Service Education Resource Center, 321 Wallace Avenue, Vallejo, CA 94590.

dren. It addresses the nutritional needs of young children.

How Children Grow, Bulletin Number 74-166. Bethesda, Md.: General Research Centers Branch, Division of Research Resources, National Institute of Health, 1972.

This bulletin follows the human life cycle from birth to teenage years. It describes the importance and consequences of nutrition, emotion, and obesity on the health and growth of the child.

Lansky, Vicki. *Feed Me! I'm Yours.* Wayzata, Minn.: Meadowbrook Press, 1974.

This book contains a plan of action for feeding the young child to promote health.

The following resources provide information about *food processing and food additives:*

- Community Resources

  Cooperative extension home economists, community college nutrition instructors, county health department, or food and drug administration public information officers

- Films

  *Eat, Drink, and Be Wary** is a 16mm film made in 1976, which is available from Churchill Films, 622 N. Robertson Boulevard, Los Angeles, CA 90069. This film provides a critical examination of our eating habits, of nutritional losses in food processing, of food additives, and of the role of food processors in changing our diet.

- Printed Material About Food and Chemicals

  Primer on Food Additives. Washington, D.C.: Food and Drug Administration, 1974.

  This pamphlet from the Food and Drug Administration contains explanations of categories of food additives and specific information about the functions of additives.

  Whelan, Elizabeth, and Frederick J. Stare. *Panic in the Pantry.* New York: Atheneum Pubs., 1975.

  This book presents basic facts of food chemistry, processing additives, and food safety.

The following resources provide information about the *preparation and preservation of foods:*

- Community Resources

  Cooperative extension expanded food and nutrition education program, or home economics educators

- Films

  Eat Right to Your Heart's Delight—Meals in Half an Hour. This 16mm film, produced in 1976, is available from the media center in each county office of education in California. This film provides many timesaving suggestions on the selection of foods, meal planning, and advance preparation. It provides four quick meal presentations.

- Printed Material

  The American Heart Association Cookbook. (Third edition). Edited by Mary Winston and Ruthe Eshelman. New York: David McKay Co., Inc., 1979.

  This cookbook features a wide choice of low-fat foods.

  Handbook of Food Preparation. Washington, D.C.: American Home Economics Association, 1980.

  This book provides information about the basics of food preparation, safety and sanitation, and buying suggestions.

  White, Alice. *The Family Health Cookbook.* New York: David McKay Company, 1980.

  This cookbook is based on the U.S. dietary guidelines for a diet low in fat, sugar, and salt and high in fiber content. It includes sections of nutrition information.

The following leaflets can be obtained from a local University of California Cooperative Extension adviser office:

Canning and Freezing Fish at Home 2425

Canning Apricots, Peaches, and Plums 2424

Home Storage of Nuts, Cereals, Dried Fruits, and Other Dried Products 2413

How to Make American Type Cheese 2414

How to Make Neufchatel Cheese 2415

Making Jams, Jellies, and Preserves 2803

Making Jams and Jellies with Little or No Sugar 2992

The following resources provide information about *promoting wellness through good eating habits:*

- Community Resources

  County medical society, county dental society, county health department, area heart association, or local dietetic association

*This film is available from the Nutrition and Food Service Education Resource Center, 321 Wallace Avenue, Vallejo, CA 94590.

- Films

  *Eating on the Run** is a 16mm film that is available from Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069. This film demonstrates ways to live a fast-paced life and eat wisely, too.

  *Health and Lifestyles** is a 16mm film available from Spectrum Films, 2785 Roosevelt Street, Carlsbad, CA 92008. This film provides an opportunity to examine individuals' life-styles, nutrition, and changing habits.

  *Look Before You Eat,** which was produced in 1978, is a 16mm film that is available from Churchill Films, 662 N. Robertson Boulevard, Los Angeles, CA 90069. This film examines eating habits and their relationship to health. Suggestions are given for reducing salt, sugar, and fat in the diet.

  Nutrition: Food vs. Health, which was produced in 1978, consists of two-part filmstrips and cassettes that are available from Sunburst Communications, 39 Washington Avenue, Pleasantville, NY 10570. Part one is a game show with Suzy Tomorrow and Chuck America responding to a variety of nutrition questions. Refined and processed foods are discussed in part two.

- Printed Material

  Choosing Foods to Fit Your Life is a pamphlet, which is available from the Nutrition Foundation, Inc., Office of Education, 888 17th Street, N.W., Washington, DC 20006.

  This pamphlet emphasizes nutritious foods as vital to good health, along with exercise and adequate rest.

Information about *prenatal and infant nutrition* may be obtained from the following resources:

- Community Resources

  Women, Infants, and Children's program (WIC), county medical society, local March of Dimes organization, county health department, or local dietetic association

- Films

  Great Expectations, which was produced in 1976, is a 16mm film that is available from the Society for Nutrition Education, 1736 Franklin Street, Oakland, CA 94612. This film presents the benefits of good maternal nutrition during pregnancy and breast feeding and illustrates the selection of economical foods.

  *Inside My Mom** is a filmstrip and cassette which are available from the local March of Dimes office. This filmstrip is presented from the perspective of the unborn child and provides a comprehensive look at risk factors during pregnancy.

- Printed Material

  Worthington, Bonnie S., and Sue R. Williams. *Nutrition in Pregnancy and Lactation.* St. Louis, Mo.: C. V. Mosby Co., 1977.

  This book provides nutritional guidance for prenatal care and nursing mothers. It includes tables of the food patterns of varied ethnic groups.

These resources provide information about *alternative diets, including vegetarianism:*

- Community Resources

  Community college nutrition instructors, school food service director, or local dietetic association

- Films

  Eat Right to Your Heart's Delight—Meatless Menus, a 16mm film created in 1976, is available from the media center in each county office of education in California. This film presents examples of four complete meals that are nutritionally balanced. Emphasis is placed on complementary proteins. Descriptive artwork shows the essential amino acids and how they are completed by combining protein foods.

  *Vegetarianism in a Nutshell,** is a filmstrip and cassette, developed in 1978, that is available from the Polished Apple, 881 Alma Real Drive, Pacific Palisades, CA 90272. This filmstrip contains a discussion of protein sources, a rationale for vegetarianism, and a review of complementary proteins.

- Printed Materials

  Robertson, Laurel, and others. *Laurel's Kitchen: A Handbook for Vegetarian Cookery.* Petaluma, Calif.: Nilgiri Press, 1976.

  This book stresses a nutritionally balanced diet and provides a wide selection of vegetarian recipes.

  Lappe, Frances M. *Diet for a Small Planet* (Revised edition). New York: Ballantine Books, Inc., 1975.

  This book provides a rationale for eating plant protein and tells how to combine protein foods and recipes. The following book is a continuation of this publication:

  Ewald, Ellen B. *Recipes for a Small Planet.* New York: Ballantine Books, 1975.

If the group you call is not able to assist you, inquire about other people to contact. Refer to the list of "California Nutrition Councils Representatives," which appears on the next page.

*These materials are available from the Nutrition and Food Service Education Resource Center, 321 Wallace Avenue, Vallejo, CA 94590.

California Nutrition Councils' Representatives

The following directory of local and county California Nutrition Councils lists representatives to be contacted for information:

Alameda County Interagency Nutrition Council
Betty Murray
15356 Mendocino Street
San Leandro, CA 94579
(415) 464-0775

Greater Los Angeles County Nutrition Council
Jeanne Polak
8034 Genesta Avenue
Van Nuys, CA 91406
(213) 781-1200, ext. 288

Humboldt Nutrition Council
Janet Foos
North Coast Regional Center
1213 Fifth Street
Eureka, CA 95501
(707) 445-0893

Inland Nutrition Council
Constance L. Garrett
777 E. Rialto Avenue
San Bernardino, CA 92415
(714) 383-3871

Orange County Nutrition Council
Barbara Allari
3881 Hamilton Street
Irvine, CA 92714
(714) 979-7212

Sacramento Nutrition Council
Dorothy Thurber
UC Cooperative Extension
4145 Branch Center Road
Sacramento, CA 95827
(916) 366-2013

San Diego County Nutrition Council
Jane Stein
San Diego City Schools
4100 Normal Street
San Diego, CA 92103
(714) 293-8295

San Francisco Nutrition Council
Sara Holtapple
220 Tunnel Road
Berkeley, CA 94705
(415) 567-6600, ext. 2671

San Joaquin County Interagency Nutrition Council
Joanne Y. Iwamiya
3653 Coahal Court
Elk Grove, CA 95624
(209) 948-8569

San Luis Obispo County Nutrition Council
Harriet Lyon
Home Economics Cooperative Extension
P.O. Box 911
San Luis Obispo, CA 93406
(805) 546-0111

Santa Barbara County Interagency Nutrition Council
Conrad Weiler
321 El Monte Drive
Santa Barbara, CA 93109
(805) 965-0581, ext. 394

Santa Barbara Nutrition Council
Josephine Van Schaick
260 N. San Antonio Road
Santa Barbara, CA 93111
(805) 963-4269

Santa Clara-San Mateo Interagency Nutrition Council
Jean Diehm Stewart
19729 Solana Drive
Saratoga, CA 95070
(408) 257-8882

Santa Cruz County Nutrition Council
Audrey Riley
UC Cooperative Extension
1432 Freedom Boulevard
Watsonville, CA 95076
(408) 724-4734

Solano County Interagency Council
Diane Metz
Cooperative Extension Office
2000 West Texas Street
Fairfield, CA 94533
(707) 429-6383

Tulare-Kings County Nutrition Council
Deborah Krzesni
1991 Easy Street
Hanford, CA 93230
(209) 582-2551 ext. 356

Ventura County Nutrition Council
Shirley Segna
800 S. Victoria Avenue
Ventura, CA 93003
(805) 654-2922

The California Dietetic Association

The names of the California Dietetic Association's representatives for each district may be obtained from:

California Dietetic Association
1215 Charles Street
Pasadena, CA 91101
(213) 736-2441

General Resources for Nutrition Education

The following publications are available:

Four Food Groups for Better Meals Game, FNS-200122, is available from the U.S Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. This free bingo-type game, which is a popular choice of parents, reinforces an individual's knowledge about nutrition. The regional USDA office also has this material.

Ice Breakers is a pamphlet of nutrition education paper and pencil games. It is available from the Food and Nutrition Service, United States Department of Agriculture, Washington, DC 20250. This free pamphlet contains a collection of activities to introduce and reinforce nutrition content.

The following resource centers provide nutrition education publications:

- The Nutrition and Food Service Education Resource Center provides an annotated list of resources that may be borrowed. The address is Vallejo City Unified School District, 321 Wallace Avenue, Vallejo, CA 94590; (707) 643-2531.
- The U.S Department of Agriculture Food and Nutrition Service, Western Region, is a distribution center for USDA publications. The address is 550 Kearney Street, Room 400, San Francisco, CA 94108.
- The U.S. Food and Drug Administration has regional offices that are sources of educational materials. The address is 1521 W. Pico Boulevard, Los Angeles, CA 90015; or 50 United Nations Plaza, San Francisco, CA 94002.
- The Vocational and Occupational Information Center for Educators (VOICE) is a computerized resource center from which California educators may borrow materials. Nutrition education materials are housed in the information center. The address is 721 Capitol Mall, Sacramento, CA 95814; (916) 445-0401.

Need for Parents' Help

Parents can help by doing the following:

- Participating in the classroom activities as volunteers
- Encouraging their children to share their knowledge with them
- Choosing nutritious, healthful foods when asked to provide snacks for school
- Reading newsletters and material that will be coming home with their child

Classroom Program

The curriculum in your child's classroom focuses on the following five topic areas that are identified in the *Health Instruction Framework for California Public Schools:*

- ***Food Choices***—Daily food intake is related to the attainment of optimal health.
- ***Factors Influencing Food Choices***—Life-styles, peers, and individual family resources reflect similarities and differences in food choices.
- ***Food-Related Careers***—Needs, roles, responsibilities, and educational requirements affect choices in food and health nutrition-related careers.
- ***Consumer Competencies***—Effective utilization of the existing resources may enhance the potential for satisfying individual and family nutritional needs and wants.
- ***Food Handling***—The quality and safety of foods are influenced by the handling, processing, and preparing of foods.

Lessons deal with both knowledge and values awareness for students. Home support for these lessons is important for the success of the classroom program.

If you desire more information or would like to be a volunteer in the program, please contact your child's teacher.

Choose Well, Be Well

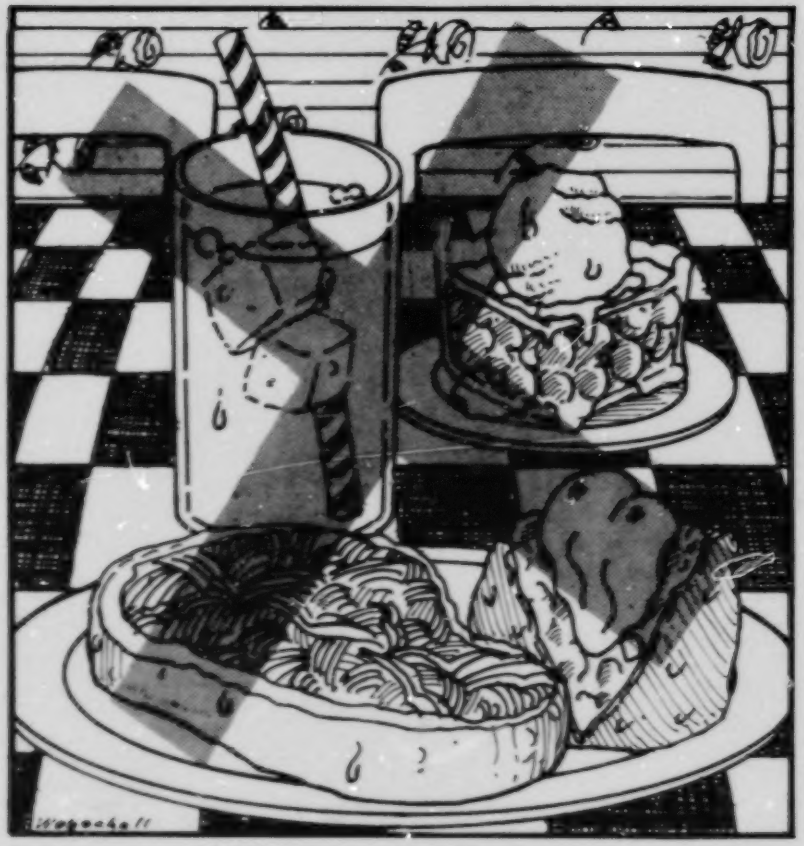
A School-Based Nutrition Education Program

Operation of Nutrition Education Programs

Components of a school-based nutrition education program include student instruction, staff training, and food service involvement.

Student Instruction

The children receive classroom instruction from a curriculum series *Nutrition Education—Choose Well, Be Well.* The California State Department of Education has developed this curriculum to present accurate and current nutrition information to students and to help students become aware of their own nutrition-related values.



Need for Nutrition Education Programs

Children deserve the best chance to have a happy, healthy life. Teachers, school health personnel, school food service personnel, and parents all share this common goal. Working together, this group has the opportunity to provide an invaluable service by helping the child to gain knowledge and decision-making skills necessary for wise food choices to promote wellness. The curriculum series that is used in this learning process is entitled *Choose Well, Be Well.*

Nutrition education programs have been successful in helping children acquire the skills needed to make wise food choices. More important, these programs have helped children change their attitudes toward foods and improve their eating habits.

Staff Training

Staff development is given at training workshops led by State Department of Education nutrition education personnel. Staff members are given background in nutrition principles, direction in using the curriculum series, and an opportunity to discuss and review the various lessons.

In addition to the workshops, two resource manuals, *A Resource Manual for Preschool, Kindergarten, and Elementary Teachers* and *A Resource Manual for Secondary Teachers,* are available as supplements to the curriculum guides. The resource manuals provide more in-depth information about nutrition.

Food Service Involvement

Food service staff have many opportunities to participate in nutrition education activities. For example, they arrange and give tours of school meal facilities, secure nutrition materials for teachers, arrange for food or meal tasting in the classroom, or participate in open house and nutrition fairs. Food service personnel reinforce nutrition education lessons by displaying nutrition information in the cafeteria or on school bulletin boards and by providing this information on school menus or in the school newspaper. Using their knowledge and experience in foods and nutrition, food service staff participate in staff training sessions and serve as a resource to teachers.

BEST COPY AVAILABLE

Why. . .
Nutrition Education?

Why. . .
Classroom Activities?

Obesity

Thirty-five percent of the population in the United States is overweight.

Why?

A major reason is that these people are inactive or they overeat.

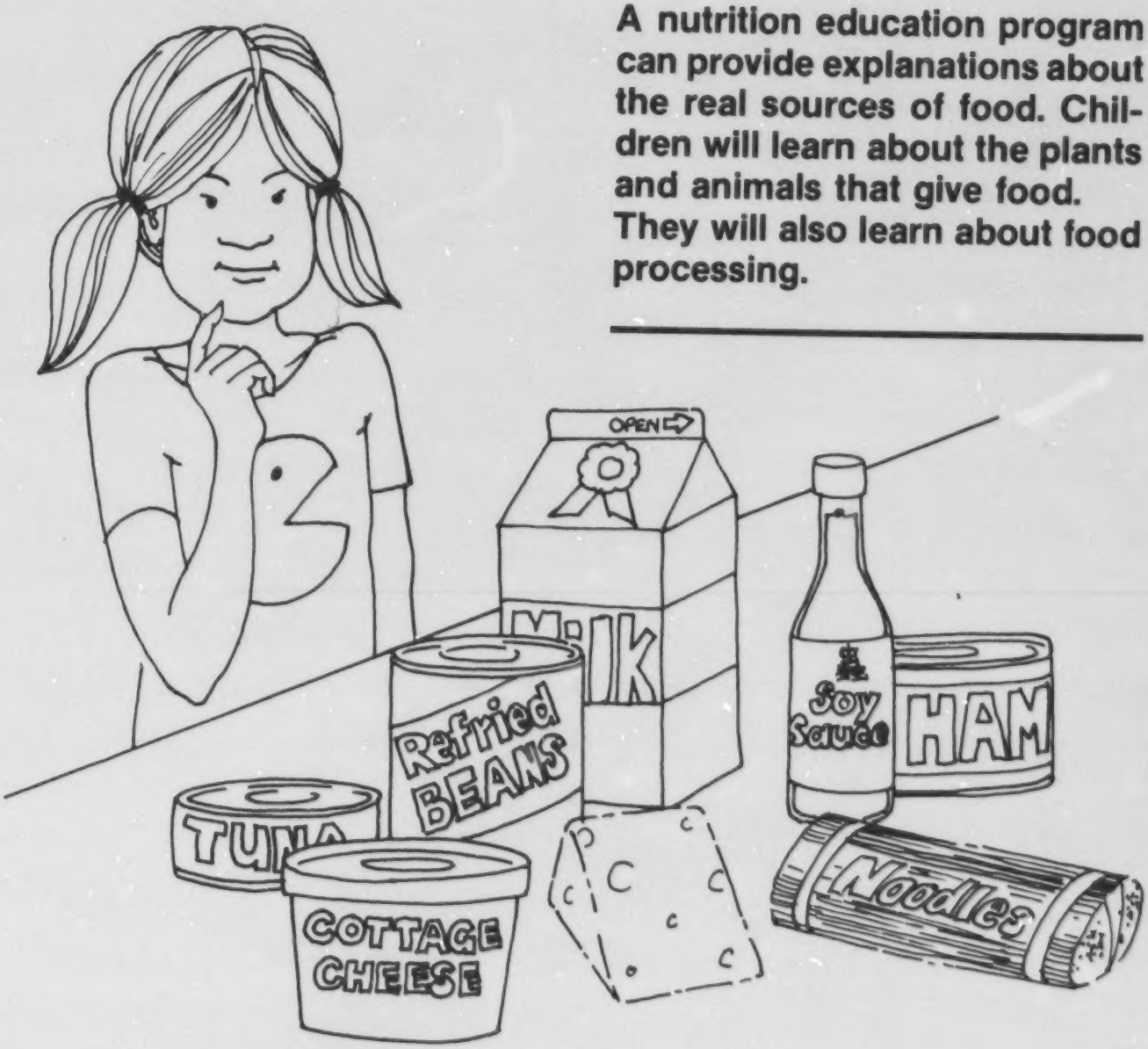
A nutrition education program can reeducate people and begin to change their eating habits.

19

Mommy, Where Does Food Come From?

Some children think that food comes only in boxes and cans.

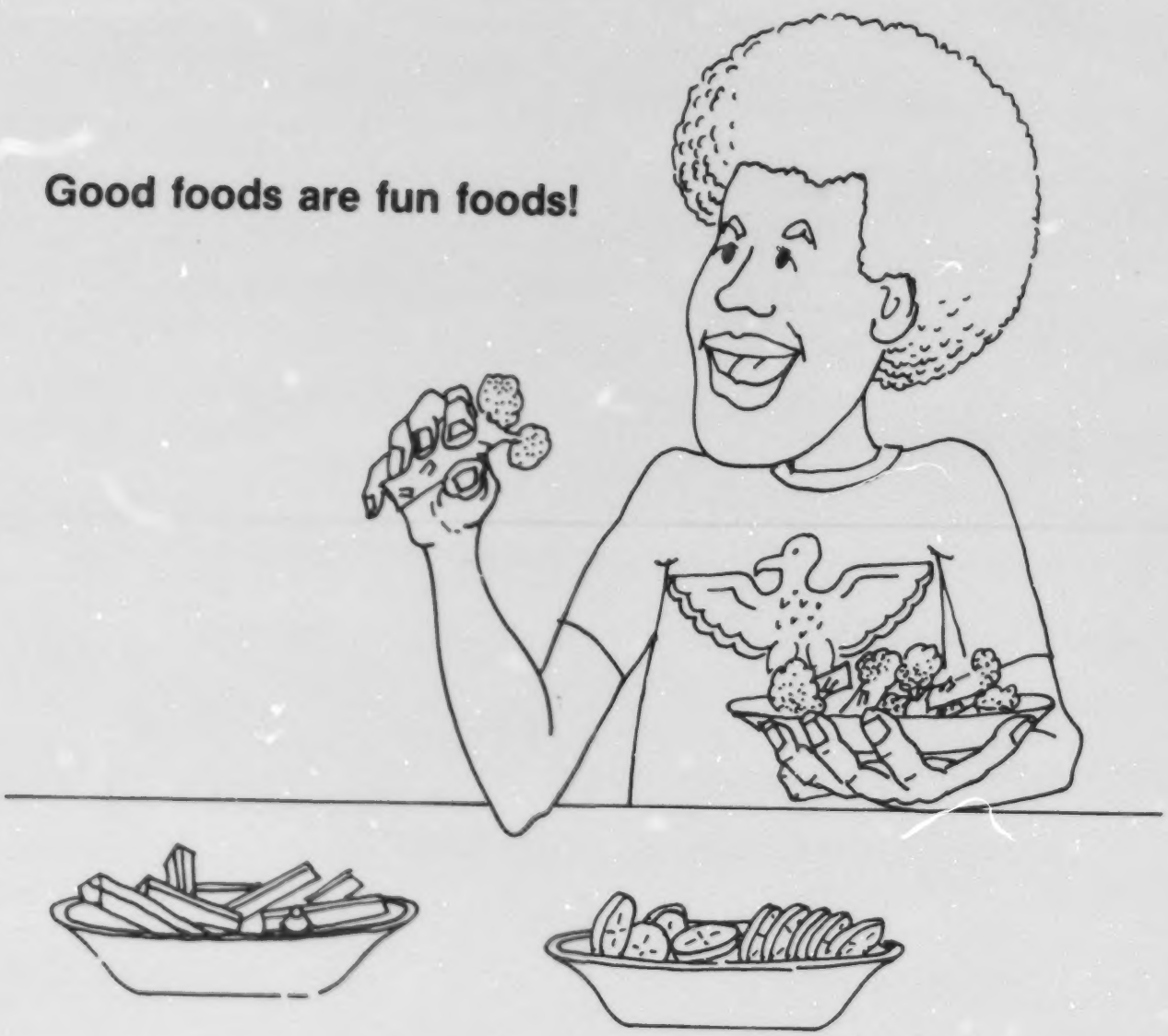
A nutrition education program can provide explanations about the real sources of food. Children will learn about the plants and animals that give food. They will also learn about food processing.



Tastebuds can be awakened to new foods.

A nutrition education program will provide varied food experiences. The school food service also offers new foods to taste.

Good foods are fun foods!



Tooth decay is our number one diet-related childhood disease.

Sugar in candy and soda can cause tooth decay.

Hidden sugars are also a cause.

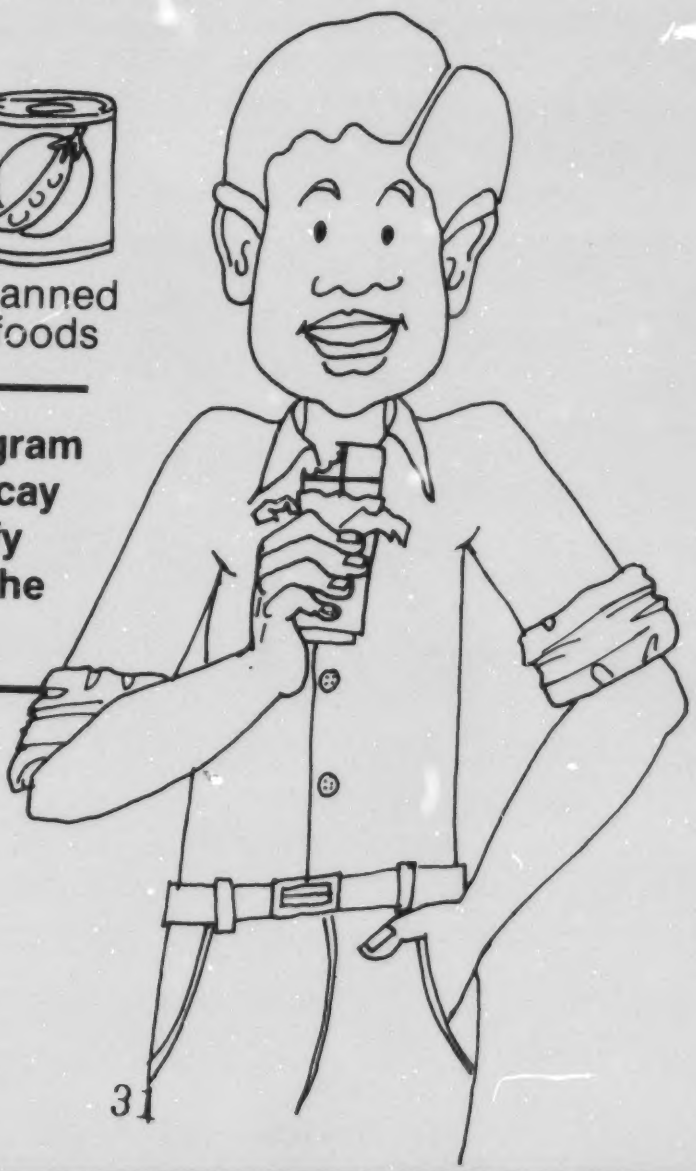
Hidden sugars are often found in such foods as:

Catsup

Some cereals

Canned foods

A nutrition education program can help prevent tooth decay by helping children identify the sugar-rich foods and the hidden sugars.



School lunches are nutritious and taste good!

But children do not always eat them.

A nutrition education program can focus on the good things about school lunches.

Four out of five children do not get enough morning nourishment.

So they perform poorly at school.

They are often irritable and easily distracted.

A nutrition education program can encourage children to eat nourishing food in the morning.

Snacks

Snacking is a way of life for American children.

A nutrition education program can help students select snacks that promote good health.

Choose Well, Be Well
The Nutrition Education Program

Parents' Guide to Nutritious Food for Classroom Events

The nutrition education program activities include providing nutritious foods for students to taste and enjoy. Party foods can be good teaching examples, too.

Recommended Party Foods

Fresh fruit
Small bags of trail mix
Unbuttered popcorn
Pumpkin or sunflower seeds
Beef jerky
Homemade fruit leather
Yogurt with fresh fruit
Peanut butter and celery
Vegetable sticks with yogurt dip
Banana bread
Pumpkin bread
Bran and fruit muffins
Pizza
Quesadillas
Raisins and peanuts
Oatmeal, peanut butter, or molasses cookies

These party foods contribute more than just calories, sugar, and fat. They taste great and are good for children, too. Make every bite count. Classroom party foods should be good teaching examples.

Party Foods Not Recommended

Candy
Gum
Marshmallows
Potato chips
Corn chips
Doughnuts
Fruit punch or fruit-flavored drinks
Soda pop
Most types of cakes and cookies

These foods have very little nutritional value. They also can harm children's teeth.

Practice teaches more than preaching.

Choose Well, Be Well,

_____
Teacher

Choose Well, Be Well
The Nutrition Education Program

We Do Agree

I, the teacher, will _____

_____

_____

_____

I, the student, will _____

_____

_____

_____

I, the parent, will _____

_____

_____

_____

_____ _____
Date Teacher's signature

_____ _____
Date contract ends Student's signature

_____
Parent's signature

Parent Newsletter: Food Choices

Choose Well, Be Well: The Nutrition Education Program

Dear Parent:

Your child is learning about making food choices as part of the nutrition education program activities for students. Students learn that selecting foods from each of the Basic Four Food Groups is one way to make it easy for them to check their own eating habits.

The Basic Four Food Group Guide is as follows:

Meat, Poultry, Fish, and Beans Group

Two servings a day

A serving is two ounces (57 g) of meat, chicken, or fish; one cup (180 g) of beans, peas, lentils, or soybeans; and one-fourth cup (64 g) peanut butter; or two eggs.

These foods are essential for protein, iron, and vitamins.

Milk and Cheese Group

Four servings for teenagers and pregnant or nursing women

Three servings for children

Two servings for adults

A serving is eight ounces (240 mL) of milk, custard, yogurt; two cups (260 g) ice cream; and one and one-half cups (340 g) cottage cheese.

Choose from milk, cheese, yogurt, ice cream, or ice milk, and foods made with large amounts of milk, such as cream soups, custards, and puddings.

Foods from this group are essential for calcium, protein, and vitamins.

Fruit and Vegetable Group

Four or more servings a day

A serving is one-half cup (120 g) of fruits or vegetables.

Include a citrus fruit or juice daily and a dark green leafy vegetable or orange fruit or vegetable three times a week.

Foods from this group supply vitamins, especially A and C, fiber, and carbohydrate.

Bread and Cereal Group

Four or more servings a day

A serving is one slice of bread, one tortilla, one-half cup (80 g) pasta, and five crackers.

Choose whole grain, enriched or fortified products: bread, rice, crackers, corn bread, breakfast cereals, grits, noodles, pasta products, and other grain products.

Foods from this group provide B vitamins, iron, fiber, and carbohydrate.

The students are learning that making wise food choices helps to promote good health.

Help your family choose a variety of wholesome foods to ensure good nutrition.

Choose Well, Be Well,

_____

Teacher

2 Parent Newsletter: Factors Influencing Food Choices

Choose Well, Be Well: The Nutrition Education Program

Dear Parent:

Your child is learning more about why people eat certain foods and is preparing and tasting foods from different cultural groups. As a result of these activities, the students are learning that there are many ways to combine foods to ensure good nutrition.

For example, people can get the protein their bodies need from foods other than meat, fish, and poultry. Dry beans and peas, lentils, soybeans, seeds, nuts, eggs, milk, cheese, yogurt, and whole grains all contain protein. By combining these foods, people can get enough protein to promote good health. Beans and rice, macaroni and cheese, rice pudding, lentil soup with whole wheat bread, tofu (soybean curd) with vegetables and rice, or a sandwich with cheese, bean sprouts, and sunflower seeds are examples of alternative protein combinations.

Plan to try one of these combinations with your family for a taste from another culture.

Choose Well, Be Well,

_____

Teacher

Parent Newsletter: Food-Related Careers

Choose Well, Be Well: The Nutrition Education Program

Dear Parent:

Your child is studying about food-related careers as part of the nutrition education program's activities. The lessons cover the contributions made by food and health care professionals to our society. Many of these professionals can be useful as resources to provide information and answer questions. The following are some examples:

- For answers to questions about gardening, saving money at the supermarket, or being a smart food consumer, contact the local University of California Cooperative Extension Office.
- Concerns about what to do when a restaurant is not clean should be directed to the local county health department.
- If you have questions about nutrition; for example, what kind of vitamins to take, get in touch with the dietitians and nutritionists who work in your community. They can also answer questions about planning nutritious meals and dieting.
- Food service directors in schools have information to share about what your child is being served to eat at school.

Many other people in your community play a vital role in growing, processing, distributing, preparing, and serving food. Help your child to discover who these people are.

Choose Well, Be Well,

_____

Teacher

4 Parent Newsletter: Consumer Competencies

Choose Well, Be Well: The Nutrition Education Program

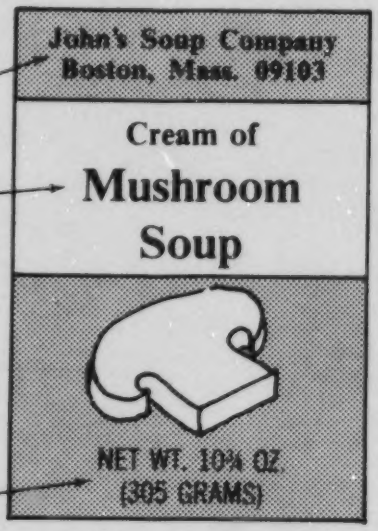
Dear Parent:

Your child is learning how to get the best buy for each food dollar as part of the nutrition education program activities.

Reading the information found on food labels is one tool to use for stretching food dollars. Read the label to learn how much you are getting and which foods are included in the product.

Food labels must include the following information:

- The name and address of the manufacturer, packer, or distributor
- The common name of the product
- The net contents, such as weight, measure, or count



- The ingredients, listed in order of decreasing amount, by weight

INGREDIENTS: WATER, MUSHROOMS, WHEAT FLOUR, PARTIALLY HYDROGENATED VEGETABLE OILS (SOYBEAN OIL, PALM, OR COTTONSEED OIL), CREAM, SALT, MODIFIED FOOD STARCH, DRIED DAIRY BLEND (WHEY, CALCIUM CASEINATE), WHEY, MONOSODIUM GLUTAMATE, SOY PROTEIN ISOLATE, MARGARINE (BUTTEROIL, PARTIALLY HYDROGENATED SOYBEAN OIL, WATER, NATURAL FLAVORING, VITAMIN A PALMITATE), NATURAL FLAVORING, YEAST EXTRACT AND DEHYDRATED GARLIC.

If any nutrition information or claim is given on a food label, the following information must be included under the heading "Nutrition Information per Serving":

- The serving size
- The number of servings per container
- The number of grams of protein, fat, and carbohydrate per serving

Nutrition Information per Serving			
Serving Size	5 oz.-condensed (10 oz. as prepared—283 g)		
Servings per container	2		
Calories	120		
Protein (grams)	2		
Carbohydrate (grams)	11		
Fat (grams)	8		
Percentage of U.S. Recommended Daily Allowances (U.S. RDA)			
Protein	2	Riboflavin	4
Vitamin A	*	Niacin	2
Vitamin C	*	Calcium	2
Thiamine	2	Iron	*

*Contains less than 2% of the U.S. RDA of these nutrients

- The number of calories per serving
- The protein and seven vitamins and minerals listed as a percentage of the U.S. RDA

Read food labels to help you make wise food choices for your family.

Choose Well, Be Well,

_____
Teacher

5 Parent Newsletter: Food Handling

Choose Well, Be Well: The Nutrition Education Program

Dear Parent:

Your child is learning about the quality, protection, and nutritional values of food as part of the nutrition education program's activities. These concerns about food are affected by its handling, processing, and preparation.

The following are tips for storing and cooking vegetables:

- Cut the leaves from root vegetables before storing them.
- Store most vegetables at about 45° F. (7° C) in the refrigerator.
- Store thick-skinned vegetables, such as onions, in a dark, cool place at about 60° F. (15° C).
- Wash vegetables just before cooking to avoid the loss of vitamins B and C.
- Use as little water as possible.
- Steam or bake unpeeled vegetables.
- Try to use the liquids left from cooking vegetables in soups, sauces, or gravies.

We hope that these tips will be helpful and that you will encourage your child to help you prepare food for the family.

Choose Well, Be Well,

_____

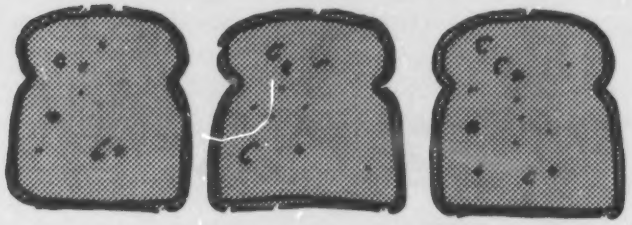
Teacher

Choose Well, Be Well

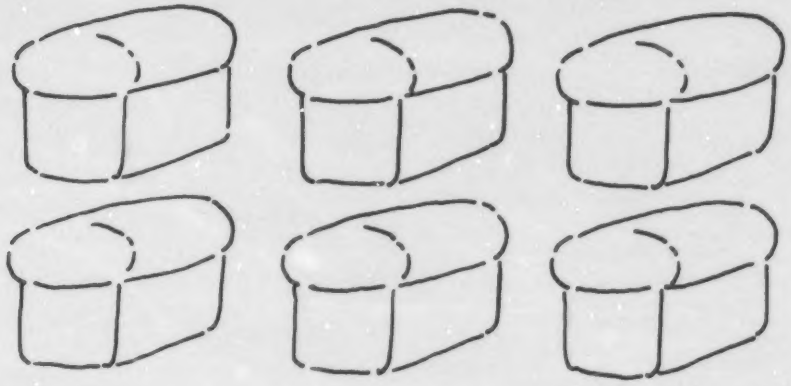
A Nutrition Education Program

Foods That Contain the Same Amount of Fiber:

Two tablespoons of bran



Three slices of whole wheat bread

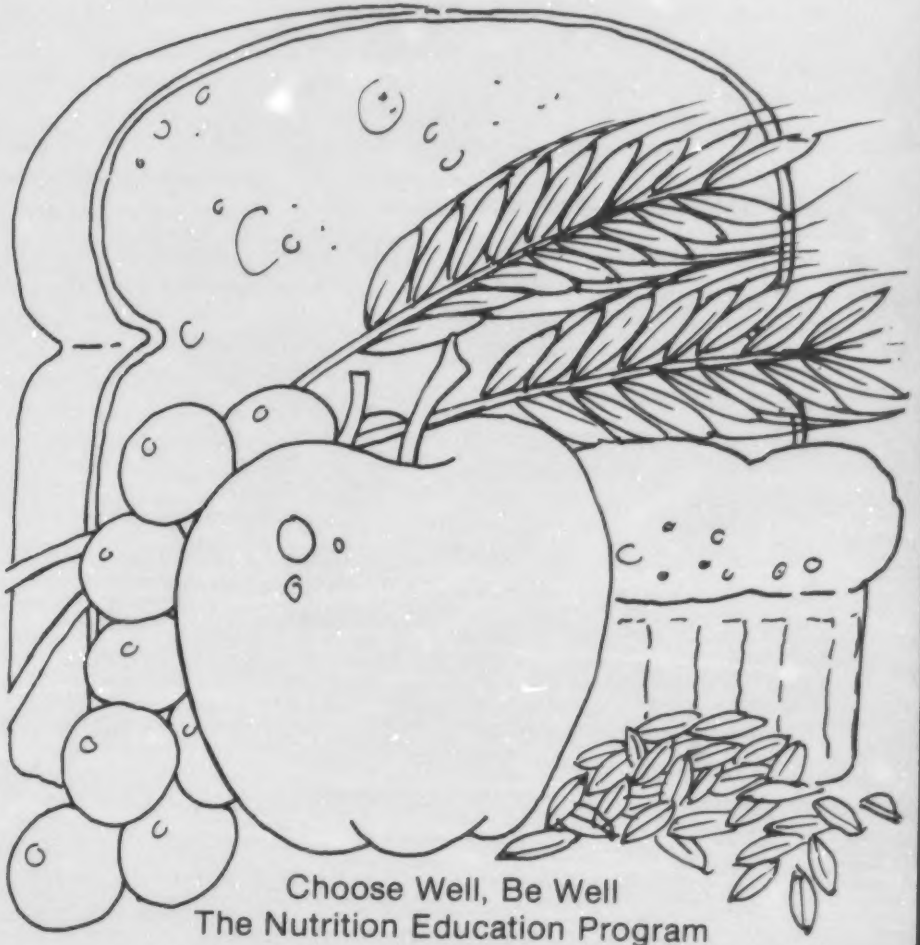


Six loaves of white bread

Amounts from one teaspoon (1.17 g) to two tablespoons (7 g) of bran per day seem to prevent constipation. Start with a small quantity and increase it until you reach the right amount for you.

Fiber and Whole Grains

Essentials for Health



Choose Well, Be Well
The Nutrition Education Program

The Importance of Whole Grain Breads and Cereals

Whole grain breads and cereals, such as whole wheat bread and brown rice, should be included in the diet instead of highly refined products, such as white rice and white bread.

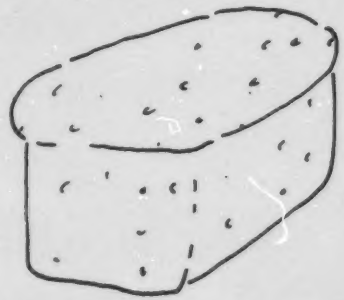
Whole grain products provide more vitamins and minerals. Although refined flour is enriched with nutrients, not all of the original vitamins and minerals are replaced. Whole grain breads and cereals contain these extra nutrients naturally; they have not been removed by processing.

Whole grain products contain more fiber. This material provides structure to plants, and it is found mostly in raw fruits and vegetables and whole grains and cereals. Because humans cannot digest fiber, it passes through the intestinal tract and becomes an important part of the stool. Fiber attracts water and, in this way, softens the stool, making it more bulky. As a result, the stool moves through the intestines more quickly and passes more easily.

A diet which is high in fiber has been shown to be important in the prevention of such conditions as constipation, hemorrhoids, and diverticulitis. Fiber may also be important in the prevention of heart disease and cancer of the colon.

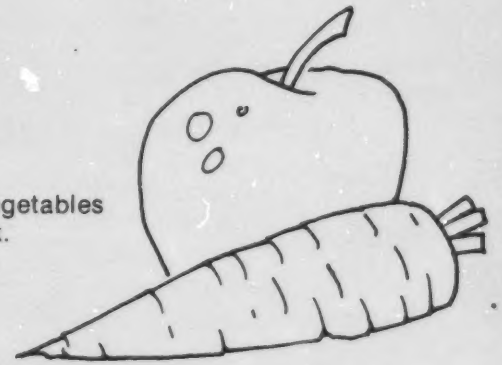
How to Increase Fiber in the Diet

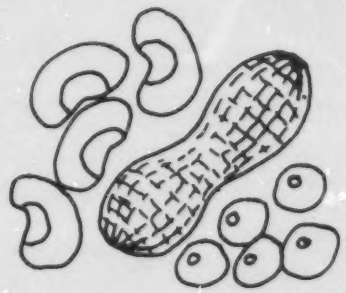
Use whole grain breads and cereals instead of highly refined products. Read the labels carefully to ensure that you are buying a whole grain product and not one which has been artificially colored to resemble a whole grain.



Sprinkle bran on salads, soups, and cereals, or add it as an ingredient in baked goods, meat loaves, or casseroles.

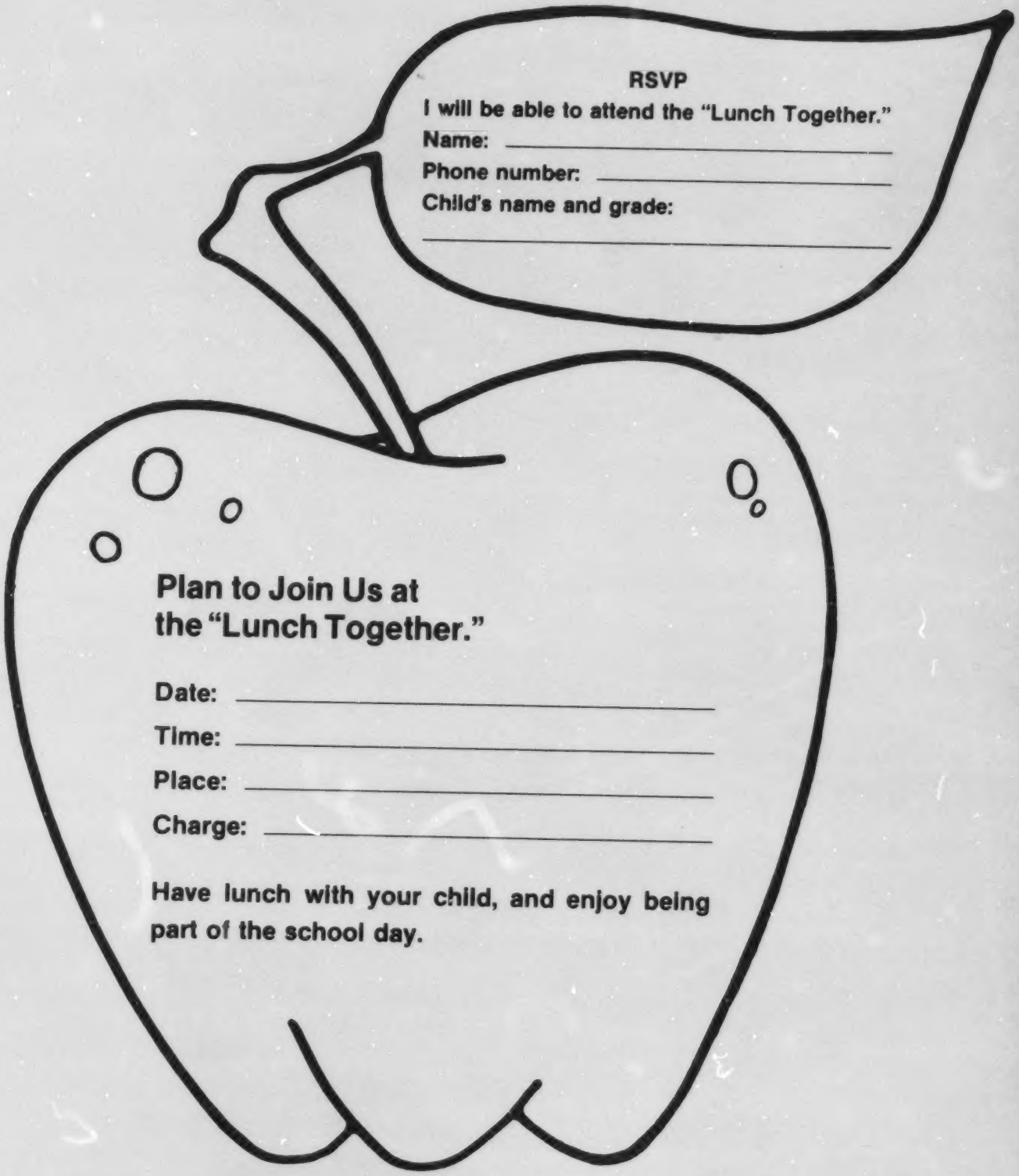
Choose fresh fruits or vegetables for a between-meal snack.





Include cooked dry beans, peas, nuts, and seeds in your daily diet.

A "Lunch Together" Day at School



RSVP

I will be able to attend the "Lunch Together."

Name: _____

Phone number: _____

Child's name and grade:

_____

Plan to Join Us at the "Lunch Together."

Date: _____

Time: _____

Place: _____

Charge: _____

Have lunch with your child, and enjoy being part of the school day.

Name tags

"Lunch together" guest

"Lunch together" guest

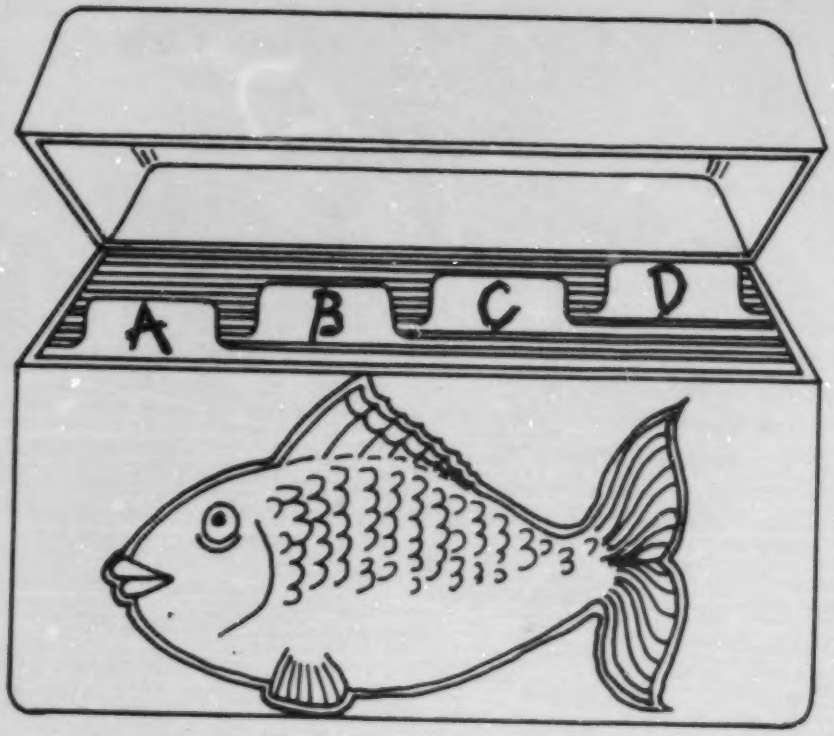
"Lunch together" guest

"Lunch together" guest

"Lunch together" guest

"Lunch together" guest

Recipes Collected from the Class



Collected by the:
Nutrition Education Program

Children Make Natural Cooks

All the children in our classroom have ideas about how to cook. Each child was asked the following questions:

- What foods do you know how to cook?
- What foods go into your recipe?
- How do you prepare this food?
- What temperature do you use?
- How many people can be served from your recipe?

Recipe ideas of the children from our classroom are included in this brochure. We hope you enjoy the results of their creative cooking skills.

Nutritious Recipes That Children Will Like!

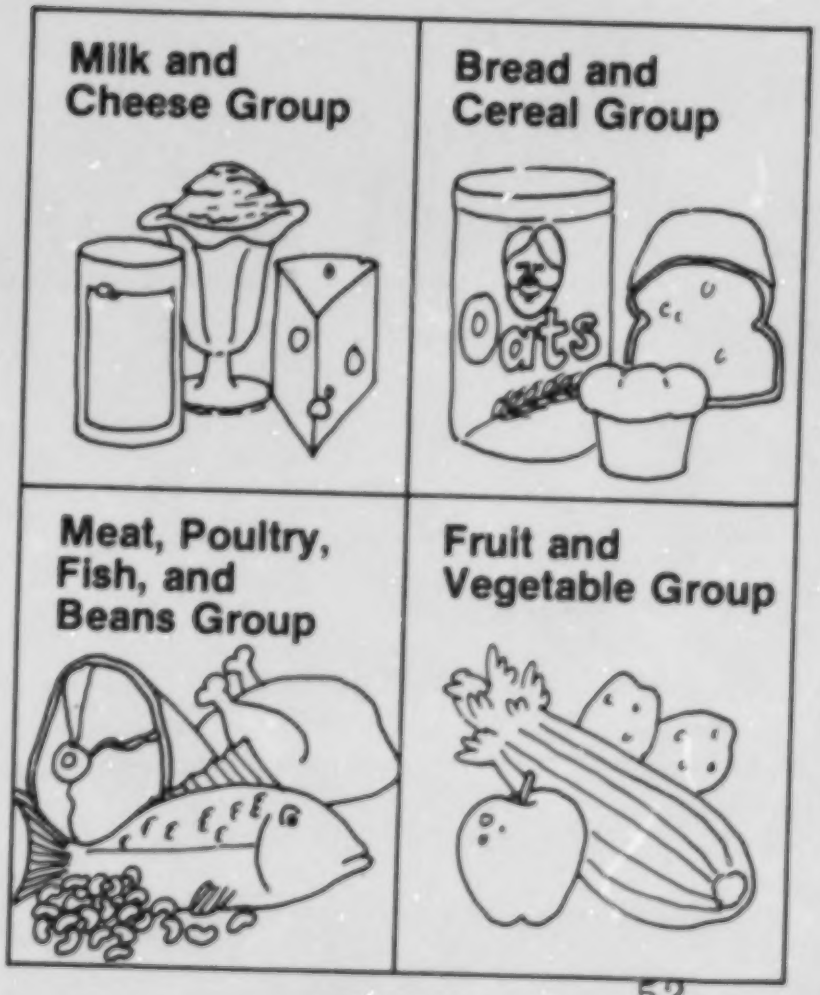
Mothers work hard.

You are important to the health and well-being of your children.

The Nutrition Education Program sends you some ideas on good nutrition and some nutritious recipes that taste good.

Plan your meals and snacks with the Basic Four Food plan.

Plan meals and snacks with the Basic Four Food Plan.



Bread and Cereal Group

Bread and Cereal Group

These foods supply many B vitamins, iron, and fiber. The B vitamins keep the nervous system healthy. Iron is necessary for healthy blood.

Good Shepherd Granola

1 pound (454 g) quick cooking oats
2 cups (200 g) wheat germ
1 cup (170 g) brown sugar
1 cup (72 g) coconut
½ cup (75 g) sesame seeds
1 cup (240 mL) oil (corn or peanut)
1 teaspoon (4.6 g) salt
1 cup (114 g) chopped nuts
½ cup (75 g) sunflower seeds

Mix the ingredients listed above with the hands until the mixture is well blended. Bake at 325° F. (161° C) until the mixture is golden brown. Stir it from the bottom of the pan every ten minutes. (Honey can be substituted for sugar.)

Fruit and Vegetable Group

Fruit and Vegetable Group

These foods contain vitamin C; sometimes they provide vitamin A and some fiber. These vitamins are necessary for an individual's resistance to infection and to maintain the health of one's body tissues.

Banana Treats

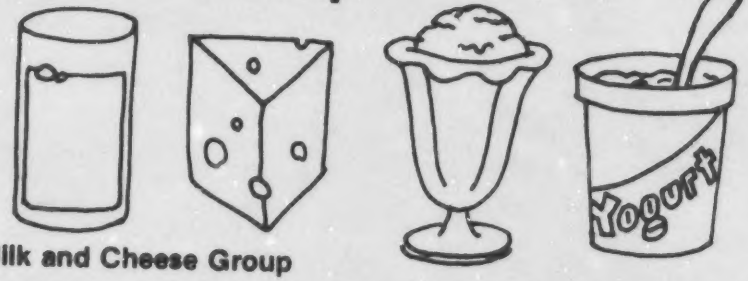
1. Cut a banana in 1½ inch (4 cm) pieces.
2. Dip it in any kind of fruit juice.
3. Roll the banana pieces in coconut, wheat germ, or chopped nuts.

Fruit Punch

3 cups (710 mL) orange juice (or any pure fruit juice)
3 cups (710 mL) water
¼ cup (85 mL) honey or (57 g) sugar
1 tablespoon (15 mL) lemon juice

Mix all the ingredients. Chill them thoroughly. For frozen orange juice, use one small can of frozen concentrate and seven cans of water.

Milk and Cheese Group



Milk and Cheese Group

This group provides calcium and protein. Calcium promotes strong bones and teeth.

Quesadillas

Tortillas
Cheese (cheddar or jack)
Onion
Taco sauce

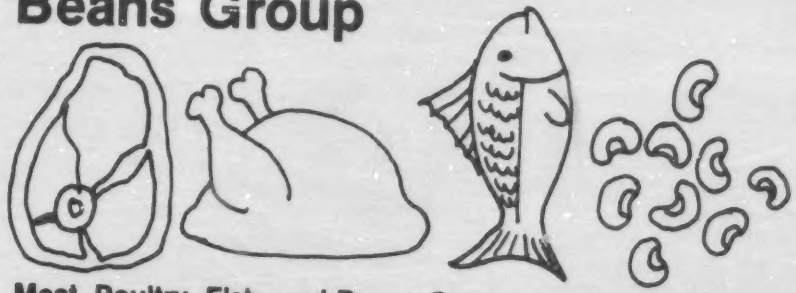
Heat a tortilla in a slightly oiled frying pan. Put cheese slices on one half of the tortilla; then add an onion slice (fried or raw) and a little taco sauce (green is good). Fold and heat the tortilla until the cheese melts. Quesadillas are good for breakfast or as a snack.

Cottage Cheese Dip

Mix together one pound (two cups [454 g]) creamed cottage cheese; one-fourth cup (38 g) minced green pepper; 1 tablespoon (5 g) finely snipped chives or parsley. Dried onions or bacon bits also may be added.

Suggested vegetables for this dip are carrot and celery sticks, cauliflower nibbles, or cherry tomatoes.

Meat, Poultry, Fish, and Beans Group



Meat, Poultry, Fish, and Beans Group

This group provides protein and iron. Iron is necessary for healthy red blood cells. Protein is necessary for the growth and repair of cells.

Beef Jerky

1 pound (454 g) lean, boneless meat
2 tablespoons (30 mL) soy sauce
1 teaspoon (5 mL) Worchestershire sauce
¼ teaspoon (.4 g) each pepper, garlic powder, and onion powder
½ teaspoon (2.5 mL) hickory smoke (liquid or flavor salt)

Trim fat from meat and cut in ⅛ to ¼ inch (.3 to .6 cm) slices. Marinate the meat for one hour or more. Shake off the excess liquid and lay the meat on racks in the oven. Dry the meat at the lowest possible temperature until it turns brown, feels hard, and is dry to the touch. This process takes from four to seven hours. Pat off beads of oil. Let the meat cool. Store it in air-tight containers in a cool place. Beef jerky keeps indefinitely.

Height and Weight Chart

Dear Parent:

Your child's height and weight measurements were taken as part of a nutrition education activity.

Date: _____

Child's Name: _____

Height

Inches: _____

Centimetres: _____

(1 inch = 2.54 centimetres)

Weight

Pounds: _____

Kilograms: _____

(2.2 pounds = 1 kilogram)

Nutritious foods are essential regardless of your age. They help you to develop through each growing stage.

Foods That I Have Tasted at School

Food tasted	Date	Reaction

Resources:

Childhood. San Francisco: Blue Cross of Northern California, 1976.

Lansky, Vicki. *Feed Me! I'm Yours*. Wayzata, Minn.: Meadowbrook Press, 1974.

A Primer on Feeding the Preschooler. University of California Leaflet Number 2952.

Good Nutrition to Help Your Child Go, Grow, Glow

Good Nutrition for Your Child

Your child, _____, is participating in a nutrition education project at school. The program provides classroom lessons, cooking experiences, tasting parties, and field trips for the children, who are learning that food is important for their good health and growth.

The school staff has been keeping track of the height and weight of the children to monitor their growth. Here is our record thus far:

Date	Height	Weight
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your role in the development of your child is important. What you feed your child can determine his or her physical and mental health and development. If children are well fed, they also will resist infections and disease better. No single food contains all of the nutrients a person needs in the amounts required; so a variety of foods representing each of the four food groups must be selected.

Take a look at the four food group plan. Determine whether your menus meet your child's needs.

anced meals, and to give a child the social experience of eating with classmates.

Introducing New Foods

Most children are wary of anything new and different that appears on their plates. At school, tasting parties and cooking experiences are used to encourage children to try new things.

The following are some ideas to encourage a child to have a more open and adventurous attitude toward food:

- Set an enthusiastic example; children learn by watching those around them. When they see older children eating broccoli enthusiastically, they may decide to imitate them.
- Serve a new food with familiar foods.
- Serve small portions of a new food.
- Do not make a fuss if the child does not eat the food. Encourage, but do not force a child to taste the food.
- Serve the new food again in a week or two; during the next serving attempt, the child may be more willing to try the new food.
- Have the child help in the kitchen. It is hard for children to resist tasting something they have helped to prepare.
- Start a small garden. Children may be more willing to eat homegrown vegetables they have picked themselves.
- Try preparing the food a different way. For example, if your child does not like cooked vegetables, serve them raw as "rabbit nibbles."
- Do not stop eating foods you like because your child does not like them. If you do, you may find yourself eating a monotonous and restricted selection of foods. Instead, continue to prepare these foods. One day your child will surprise you and join in your enjoyment of them.

The following are some observations about your child's eating habits at school:

_____

_____

_____

_____

_____

_____
Teacher

School Lunch

The lunch that your child receives at school is planned to meet about one-third of his or her daily nutritional needs.

The meal pattern is regulated by the U.S. Department of Agriculture. This government agency administers the National School Lunch Program and the Child Care Food Program.

The meal pattern has the following four essential parts:

1. One and one-half ounce (43 g) of meat or other high-protein food
2. Six to eight ounces (180 to 240 mL) of Vitamin D fortified milk
3. One serving of bread, tortilla, pasta, rice, and so forth
4. One-half cup (120 g) of fruit and vegetable. (Two are served each day.)

The lunch is prepared by trained food service personnel. These people are careful to prepare food so that good sanitation practices are followed and so that the nutrient values of foods are retained.

The goals of the food service program are to introduce a variety of foods to the child, to provide examples of bal-

Four Food Group Guide

The guide listed below gives examples of different kinds of foods from the four food groups and shows the number of servings a young child needs per day from each group.

Meat, Poultry, Fish, and Beans

One serving may be:

- 1 hard-cooked egg
- 2 ounces (57 g) hamburger
- ⅓ cup (60 g) beans
- 1 small chicken leg
- 1½ tablespoons (24 g) peanut butter

A child needs two servings a day.

Milk and Cheese Group

One serving may be:

- ¾ cup (180 mL) or 6 ounces (180 mL) milk (low fat is better)
- ½ cup (113 g) cottage cheese (use lowfat)
- ¾ cup (180 mL) custard or cream soup

A child needs three servings a day.

Fruit and Vegetable Group

One serving may be:

- ½ cup (120 mL) orange or other fruit juice
- ½ potato, baked or boiled
- ½ raw fruit or vegetable
- ½ cup (120 g) cooked vegetable or fruit

A child needs three to four servings a day.

Bread and Cereal Group

One serving may be:

- ½ cup (57 g) cooked oatmeal
- ½ slice bread or 1 biscuit
- 1 piece cornbread
- ½ tortilla or lumpia wrapper
- ¼ cup (40 g) cooked rice
- 1 pancake

Use whole grain or enriched flour or meal.

A child needs three to four servings a day.

Good Food Habits

Food habits for good nourishment are established early in a person's life. Children who enjoy eating a wide variety of food will have little trouble getting the nutrients they need. Here are some hints on how to establish good food habits as part of a child's daily routine.

Food should not be used to bribe, reward, or punish children. Adults commonly reward a child for good behavior with a lollipop, candy bar, stick of gum, or other food. These foods then become special and desirable; they become treats. In fact, many of these foods are not treats at all; they are junk foods that decay teeth and kill the appetite. They offer little in the way of nutrients for health and growth.

Even using more nutritious foods, such as fruit, ice cream, or pizza, as rewards or consolation can have its pitfalls. A child may continue to use food to fill emotional needs later in life, and this practice can lead to a child's overeating and becoming overweight. Instead of giving food as a reward, parents should depend on praise, encouragement, and sincere interest in their child to reinforce desirable behavior.

Withholding food from a child as punishment (for example, taking it away or not allowing a child to have dinner with the family because she or he has misbehaved) promotes negative attitudes toward food.

Nutritious foods should be available for meals and snacks served in the home. Parents determine the diets of young children, who have to eat those foods their parents provide. At this stage, parents should serve nutritious foods instead of those having a high sugar or calorie content. This training of young children in good nutrition habits, it is hoped, will lead to their making wiser food choices when they become older.

Children must not make a habit of snacking on soda, potato chips, candy, sugary cupcakes, and sugar-coated cereals. These foods should not be constantly available. Instead, a supply of fruit, raisins, raw sliced vegetables, cheese chunks, graham crackers, peanut butter, peanuts, frozen juice bars, and ice cream should be kept on hand.

It is hoped that when these children become adults, they will continue to choose from this array of snacks, even though they will have more freedom of choice for foods.

Make Good Eating Habits Easy

1. Have the child's chair and table at a comfortable height for eating. Use a highchair until the child can reach the table easily.
2. Give your child a small spoon and fork with short straight handles and a low, broad-mouthed, unbreakable cup with a wide handle.
3. Serve the food in a bowl with deep sides. The child can push food up against the sides to get it onto the fork or spoon.
4. Cut the food into bite-size pieces so that a small child can eat the food easily.
5. Serve small amounts of food to your child. A plate piled high with food discourages young appetites. Give the child a little food and let him or her ask for more.
6. Serve finger foods. Even after children have learned to eat with a fork and spoon, they still enjoy finger foods.
7. Do not expect adult table manners from a preschool child. Children learn by watching adults. The best way to teach your child manners is to set a good example yourself. Expect accidents to happen, and avoid making a fuss when they do.

Make Mealtime Pleasant

Mealtime may be the only time of the day when the entire family members get to know one another better. What did Barbara learn at nursery school? Did Dad's team win the last game? Who wants to go shopping with Grandmother?

Choose Well, Be Well
The Nutrition Education Program

Recipes from the Classroom

Dear Parent:

Today in school I made _____
Here is the recipe:

Attach the recipe from the curriculum here, or staple it on the back.

I felt about this food. Can we try the recipe together?

_____
Name

_____

Name_____

Hidden Words

Circle the Hidden Words.

B	C	Y	R	P	P	W	N	O	N
O	N	R	S	R	M	N	A	V	U
O	I	F	R	E	S	H	I	E	T
F	M	R	M	P	I	C	H	R	R
D	A	I	U	A	R	A	W	C	I
I	T	T	F	R	Y	N	A	O	E
L	I	S	Z	E	A	I	D	O	N
B	V	O	S	A	P	P	D	K	T
D	P	M	A	E	T	S	E	W	E
E	C	M	S	C	K	A	N	G	L
S	H	A	N	D	L	I	N	G	B
T	O	S	S	M	G	Y	A	K	A
R	P	L	O	N	F	X	C	L	T
O	P	L	U	Q	I	M	O	O	E
Y	E	Q	R	B	S	O	A	K	G
W	D	Z	C	R	L	E	W	T	E
Z	G	Y	E	W	H	O	L	E	V

Words to find:

canned

chopped

destroy

fresh

fry

handling

lid

nutrient

overcook

prepare

raw

soak

source

steam

stirfry

vegetable

vitamin

whole

After finding the hidden words, list three circled words that are ways foods can be prepared to save vitamins.

_____

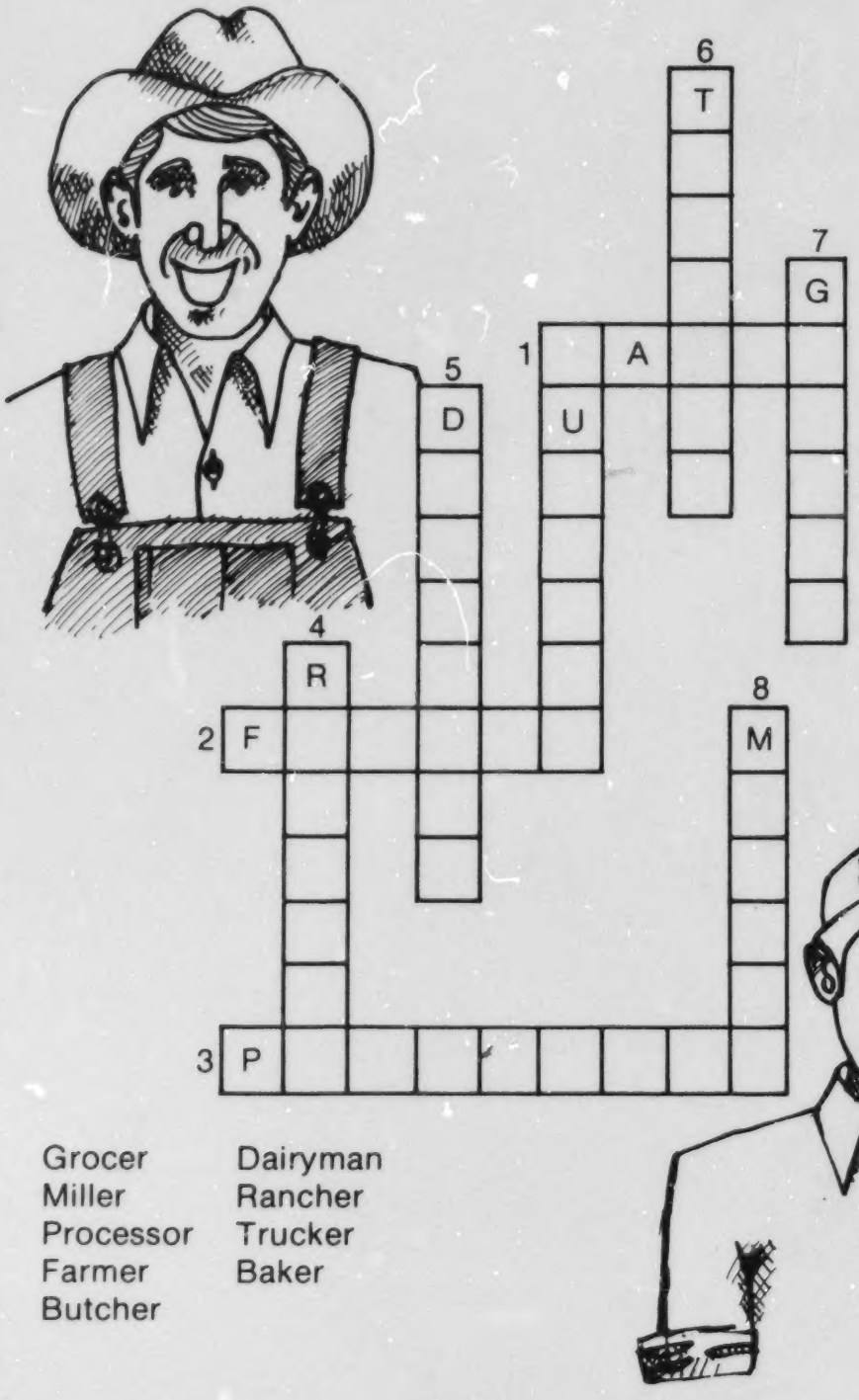
_____

_____

Name _____

Food-Related Careers

Fill in the crossword puzzle with the names of the workers listed below the puzzle. Descriptions of the tasks performed by the workers appear on the right of the puzzle.



Across

1. Bakes bread
2. Grows plants and animals for food
3. Cans, freezes, dries, or makes food

Down

1. Cuts up meat
4. Raises cattle, sheep, or chickens
5. Gets milk from cows
6. Delivers food
7. Sells food
8. Grinds wheat into flour

Grocer
Miller
Processor
Farmer
Butcher
Dairyman
Rancher
Trucker
Baker

Name_____

Word Search:
Protein, Fat, and Carbohydrate

Find the names of foods that supply protein, fat, and carbohydrate, and draw a line around them. List these foods under the proper heading at the bottom of the page.

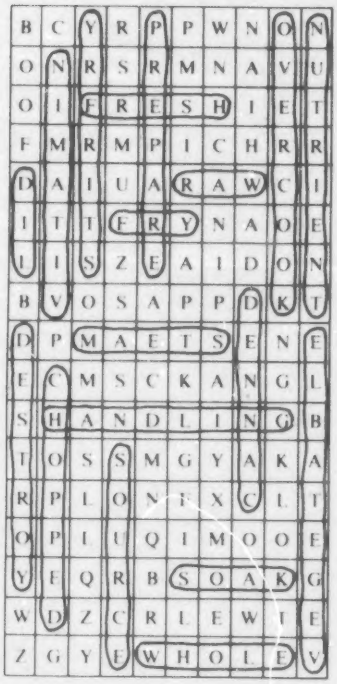
P I C H I C M O R C H I C K E N L N
H A F C H B U T T E G G S H C I P C
E S I A N N O Y A M V B A N O B O O
M G R A P E F R U I T I Y E K R U T
A P P E F A T C R E A L L A E T T
P A T S O T H A E R C B C R E A M A
O B U T T E R S T E A K C T N D G G
Y U C R E S C Y H T U N A U E P R E
N U T S A T U P E A N U T S R I A C
A T E N H M A G T U B L A S F E P H
I E N G Y C E F A C O O K I E S T E
S A U U R V S E I R F H C N E R F E
B R M A P G N I S S E R D D A L A S
S H I M U D O W T H P I P F A M O E

Protein foods	Fat foods	Carbohydrate foods

Answer Keys

Hidden Words

Circle the Hidden Words.

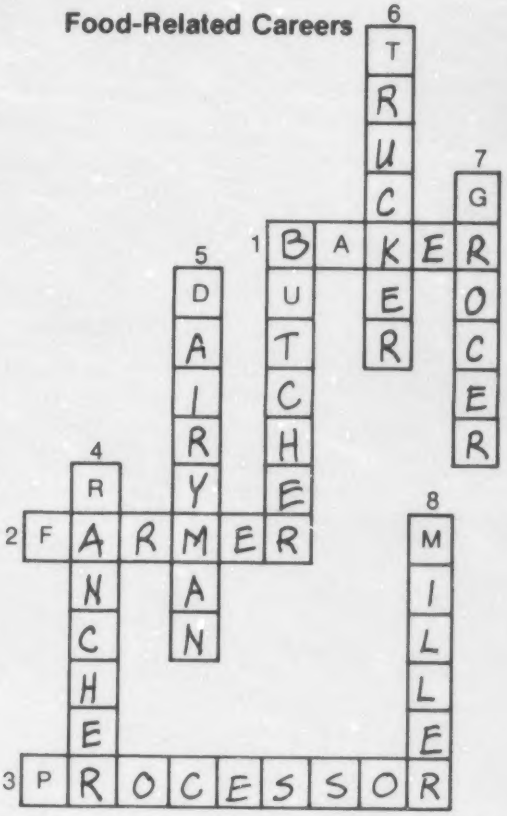


raw

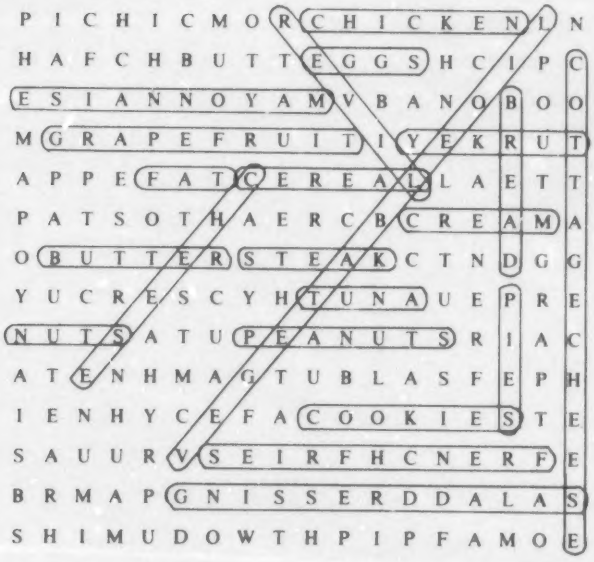
steam

stirfry

Food-Related Careers



Word Search: Protein, Fat, and Carbohydrate

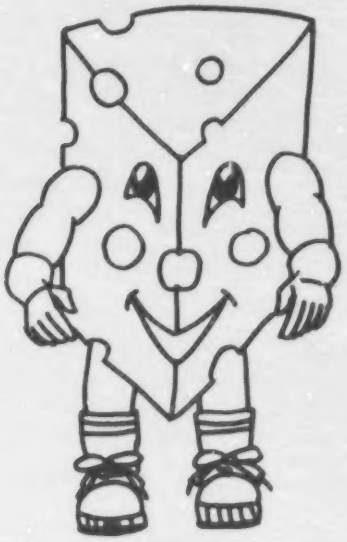


Protein Foods	Fat Foods
steak	butter
cottage cheese	cheese
chicken	vegetable oil
tuna	peanuts
liver	salad dressing
eggs	mayonnaise
turkey	cream
cheese	fat
nuts	nuts
peanuts	

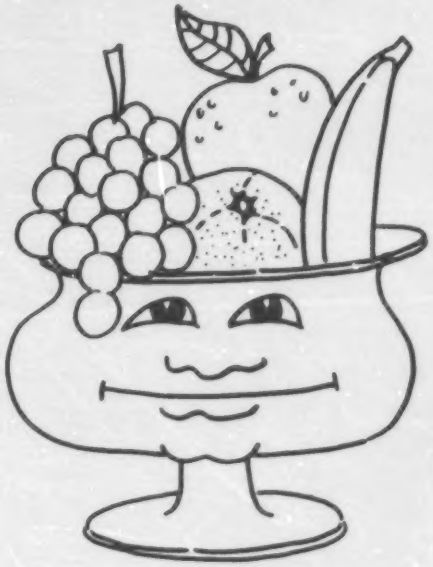
Carbohydrate Foods

bread
cereal
cookies
grapefruit
french fries
pies

Finger Puppets



Charlie Cheese



Freddy Fruit

Virginia Vegetable

Michelle Milk

Finger Strips

Letter to Parents—Toothbrushing Chart

Cut here to send home.

Choose Well, Be Well
The Nutrition Education Program

Toothbrushing Chart

Dear Parent:

Your child has been learning about good dental health as part of the nutrition education program. Help your child form the habit of regular teeth brushing.

On the chart attach a star (or draw a star) on one tooth each day your child brushes his or her teeth without being reminded.

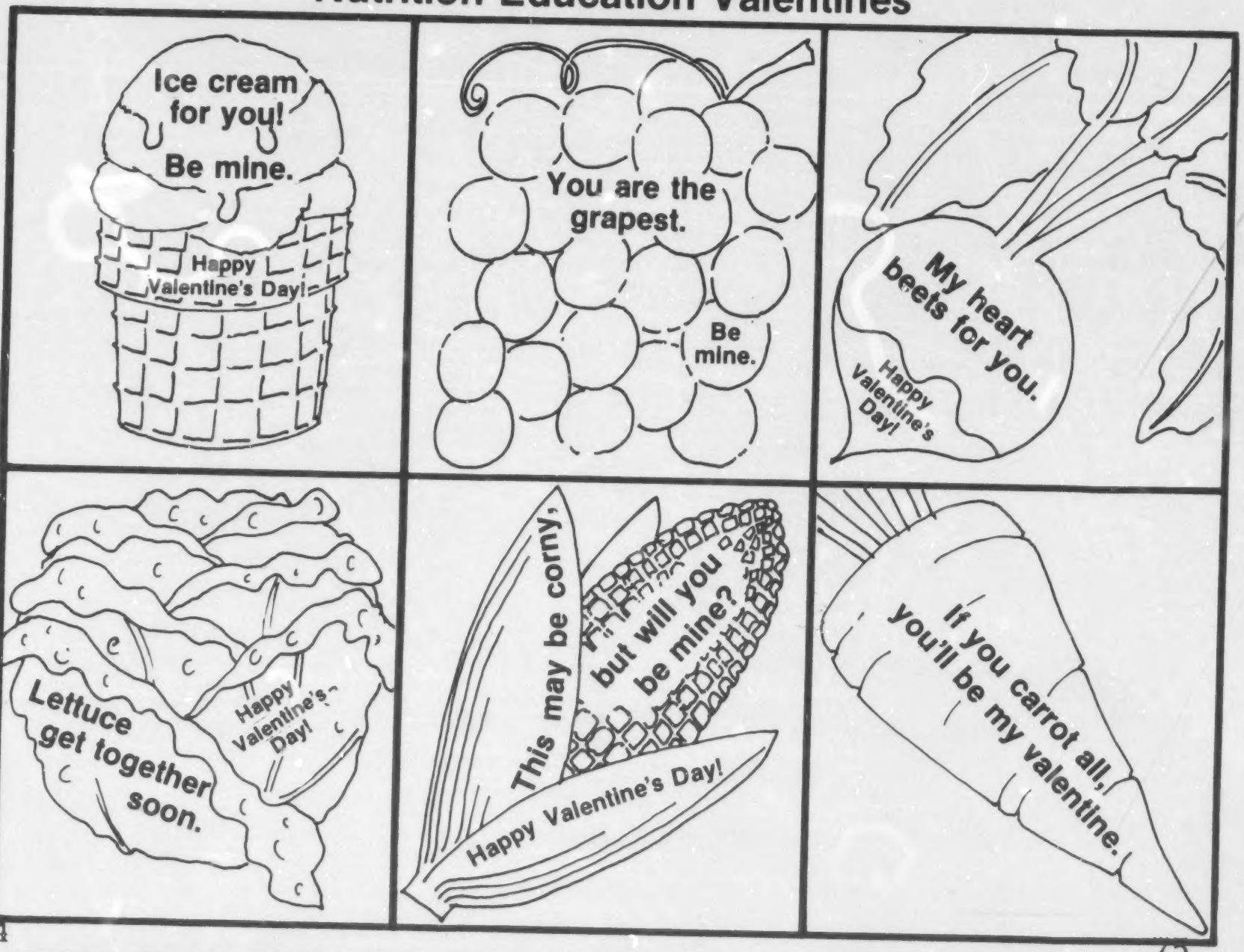
_____
Teacher

Choose Well, Be Well
The Nutrition Education Program

My Toothbrushing Chart

A mouthful of stars means I brush my teeth.

Nutrition Education Valentines



To: _____

From: _____

Beets are a good source of vitamin C and a fair source of vitamin A.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Grapes add lots of fiber to the diet when they are eaten with their skins on.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Ice cream is a source of calcium. However, it is high in calories and fat; so it should be eaten in moderation.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Carrots provide one of the best sources of vitamin A. One-half cup supplies more than the amount of vitamin A needed by an adult daily.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Corn is a fair source of vitamin A, and it provides lots of fiber in the diet.

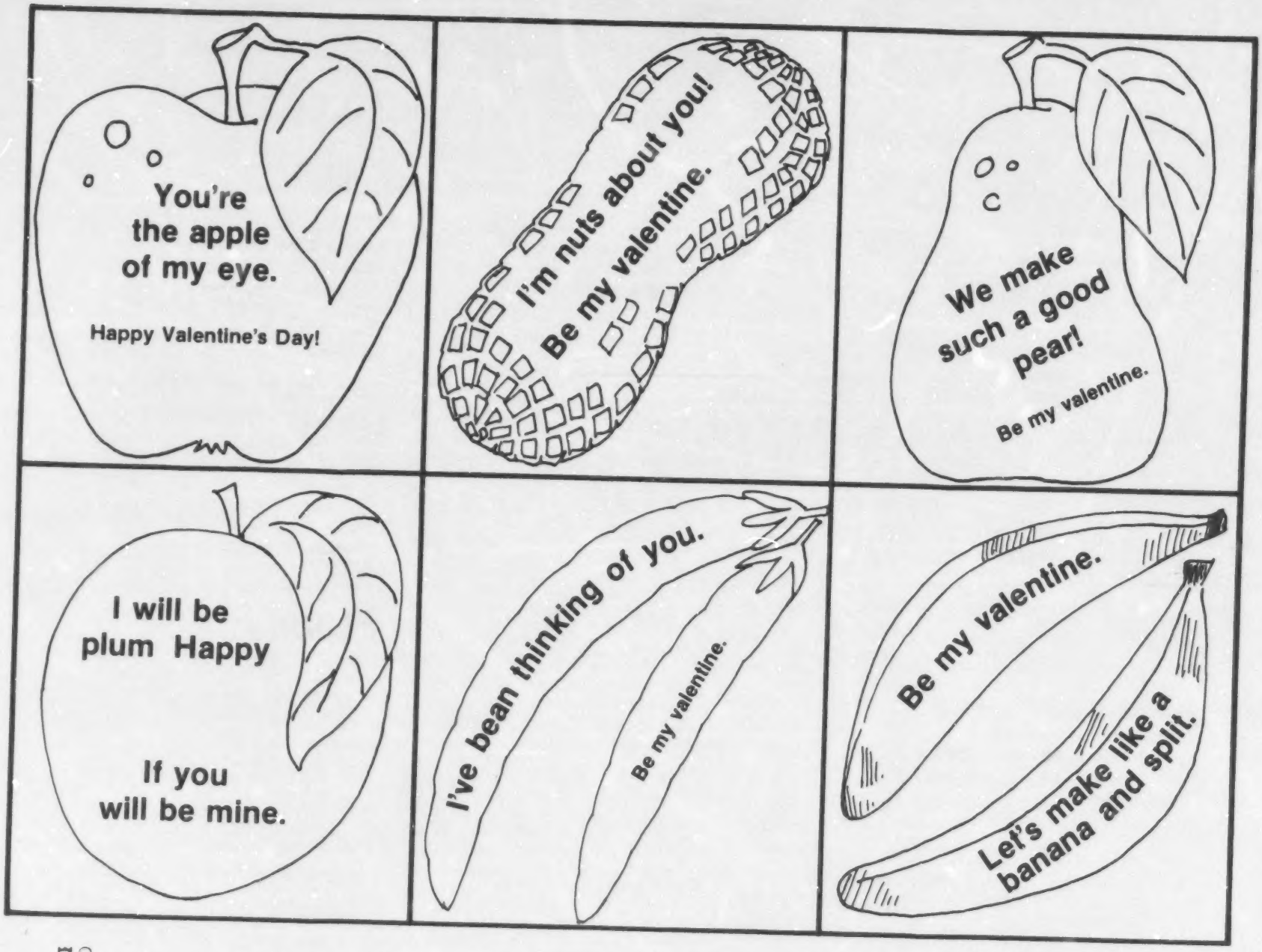
Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Dark green lettuce, for example Romaine, contains a fair amount of vitamin A and some iron. Mix it in your salad.

Good nutrition is lots of fun!
Nutrition Education Program


You're the apple of my eye.
Happy Valentine's Day!
I'm nuts about you! Be my valentine.
We make such a good pear!
Be my valentine.
I will be plum Happy
If you will be mine.
I've bean thinking of you.
Be my valentine.
Be my valentine.
Let's make like a banana and split.

To: _____

From: _____

Fresh pears are available almost all year long. Pears contain a fair amount of vitamin C.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Peanuts are a rich source of plant protein. They can be used in place of meat, fish, or poultry.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Apples are a good source of fiber. They have the reputation of keeping the doctor away because of their high fiber content.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

One banana will supply about 25 percent of a child's need for vitamin C per day. They also are a rich source of potassium.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Beans are a good source of vitamins and fiber. Dried beans are high in protein.

Good nutrition is lots of fun!
Nutrition Education Program

To: _____

From: _____

Over 20 varieties of plums grow in the U.S. today. Plums make a good snack.

Good nutrition is lots of fun!
Nutrition Education Program

Nutrition-Gram

Choose Well, Be Well **Nutrition Education Program**

Dear _____

Our classroom will be having a nutrition education activity on _____.
Can you help us by _____
_____?

_____
Teacher

Nutrition-Gram

Choose Well, Be Well **Nutrition Education Program**

Dear _____

Our classroom will be having a nutrition education activity on _____.
Can you help us by _____
_____?

_____
Teacher

Sanitation and Safety for Classroom Cooks

Those helping with classroom cooking activities need to be aware of procedures to follow to ensure that food and utensils are clean and that proper safety practices are followed. Before beginning a food activity with children, classroom cooking aides should read the following instructions:

- Keep hot foods hot (over 140° F. [59° C]) and cold foods cold (under 40° F. [4° C]). If no refrigerator is available, a styrofoam ice chest will keep foods hot or cold for short periods of time.
- Stress keeping the hands clean. Explain that germs which cause infection cannot be seen without a microscope. Even hands that look clean should be washed before the class begins food-related activities. Demonstrate and have students practice proper hand washing techniques. Four steps in proper hand washing are as follows:
  1. Wet the hands thoroughly.
  2. Lather the hands, front and back, with soap.
  3. Rinse the hands with clean water.
  4. Dry the hands with a clean towel.
- Wash fruits and vegetables thoroughly. Wash the tops of cans before opening them.
- Always use dry pot holders when the food or equipment is hot. Keep hot equipment in a safe location in the room. Treat burns *immediately* by holding the burned area under cold water. Report *all* injuries to the school nurse.
- Be sure that electric cords are not in the way of traffic.
- Keep pot handles turned toward the back of the stove or hot plate.
- Supervise the children closely when they are using sharp knives. Teach the children to cut away from themselves, always keeping their fingers away from the blade. Heavy plastic knives, wooden ice cream bar sticks, or tongue depressors can be used for spreading and some slicing.
- Use hot, soapy water when dishes are washed by hand; rinse them in hot, clean water; and dry dishes by air drying them or by using paper towels. Clean all utensils, including can openers.

Making the Most of a Cooking Activity

Classroom cooking aides should practice the following when they help with a cooking or tasting activity:

- Take advantage of all opportunities to clarify new concepts. For example, explain oven temperature in degrees. Relate this concept to body or weather temperatures and to boiling and freezing points.
- Maintain a pleasant atmosphere during food tasting experiences. Students are expected to show courtesy and good table manners, such as talking softly and eating only after all of the children at the table have been served. Have the children set the table, serve the food, and clean up.
- Ask all students to taste the foods prepared, and discourage them from making negative faces and comments at the table. Instead, ask the children to identify what they like or dislike—texture, color, appearance, or taste. Concentrate on the positive. Explain that it is all right to dislike a food or to prefer it prepared one way instead of another. Point out that taste preferences change; thus, tasting foods periodically is a good idea.
- Encourage all of the children to participate in the food experience. Cooking experiences must be hands-on activities. Allow the children to do the preparation, cooking, and cleanup whenever possible.

Schools, Parents, and the Community

Community Networks

This chapter contains lists of community agencies and groups that may provide sources of reliable information, educational materials, and professional resource persons for classroom and parent programs. These people might help to gather resources, raise funds, and assist in program activities.

County Agencies

- Medical society
- Dental society
- Heart association
- State Department of Health
- University of California Cooperative Extension adviser offices
- Consumer affairs office
- Office of the county superintendent of schools
- Women, Infants, and Children's program (WIC)
- Food stamp program

Local Agencies

- California Dietetic Association (See page 14.)
- Visiting Nurses Association
- Better Business Bureau
- Libraries
- March of Dimes
- Community health clinics
- YWCA, YMCA
- Migrant education programs
- Child care agencies
- California nutrition councils (See page 13 for a listing.)

The Private Sector

- Blue Cross, Blue Shield
- Metropolitan Life Insurance Company
- Cooperative grocery store chains

Community Groups

- American Association of University Women (and Men)
- Junior Women's Clubs
- Federation of Club Women
- Rotary International
- Junior Chamber of Commerce (Jaycees)
- Kiwanis Clubs
- Church organizations
- Retired teachers' groups

University of California Cooperative Extension advisor offices have personnel to answer questions about consumerism and nutrition. These offices are also sources of reference materials.

University of California Cooperative Extension advisor offices are located in the following communities:

Alameda (415) 881-6341
224 W. Winton Avenue, Room 162, Hayward 94544

Amador (209) 223-3151
County Airport, Sutter Hill, Jackson 95642

Butte (916) 534-4201
2279 Del Oro Avenue, Suite B, Oroville 95965

Calaveras (209) 754-4160
891 Mountain Ranch Road, San Andreas 95249

Colusa (916) 458-2105
747 Fremont Street, P.O. Box 180, Colusa 95932

Contra Costa (415) 944-3540
1700 Oak Park Boulevard, Building A-2, Pleasant Hill 94523

Del Norte (See Humboldt-Del Norte counties listing.)

El Dorado (916) 626-2468
311 Fair Lane, Placerville 95667

Fresno (209) 453-5931
1720 S. Maple Avenue, Fresno 93702

Glenn (916) 865-4487
Road 200 East, Orland 95963

Humboldt-Del Norte (707) 443-0896
5630 S. Broadway, Eureka 95501

Imperial (714) 352-3610, ext. 210
939 Main Street, El Centro 92243

Inyo-Mono (714) 873-5891, ext. 4
207 W. South Street, Bishop 93514

Kern (805) 861-2631
2610 M Street, Bakersfield 93303

Kings (209) 582-3211
310 Campus Drive, Hanford 93230

Lake (707) 263-2281
833 Lakeport Boulevard, Lakeport 95453

Lassen (916) 257-5506; 257-5505
Memorial Building, Susanville 96130

Los Angeles (213) 744-4851
155 W. Washington Boulevard, Room 606, Los Angeles 90015

Madera (209) 674-4641, ext. 236
128 Madera Avenue, Madera 93637

Marin (415) 479-1100, ext. 2374
Marin County Civic Center, Room 422, San Rafael 94903

Mariposa (209) 966-2417
5007 Fairgrounds Road, Mariposa 95338

Mendocino (707) 468-4495
579 Low Gap Road, Ukiah 95482

Merced (209) 726-7404
2145 W. Wardrobe Avenue, Merced 95340

Modoc (916) 233-2133
202 W. Fourth Street, Alturas 91611

Monterey (408) 758-4637
118 Wilgart Way, Salinas 93901

Napa (707) 253-4221
1436 Polk Street, Napa 94558

Nevada (See Placer-Nevada counties listing.)

Orange (714) 774-7000
1000 S. Harbor Boulevard, Anaheim 92805

Placer-Nevada (916) 823-4581
1147 E. Avenue, Auburn 95603

Plumas-Sierra (916) 283-0250
Fairgrounds, Quincy 95971

Riverside (714) 683-6491
21150 Box Springs Road, Riverside 92507

Sacramento (916) 366-2013
4145 Branch Center Road, Sacramento 95827

San Benito (408) 637-5346
Seventh and San Benito Streets, Hollister 95023

San Bernardino (714) 383-3871
777 E. Rialto Avenue, San Bernardino 92415

San Diego (714) 565-5376
5555 Overland Avenue, San Diego 92123

San Francisco (415) 726-9059
P.O. Box 34066, San Francisco 94134

San Joaquin (209) 944-2665
420 S. Wilson Way, Stockton 95205

San Luis Obispo (805) 549-5940
County Airport, Edna Road, San Luis Obispo 93406

San Mateo (415) 726-9059
625 Miramontes, Suite 200, Half Moon Bay 94019

Santa Barbara (805) 964-9869
260 N. San Antonio Road, Santa Barbara 93111

Santa Clara (408) 299-2635
1560 Berger Drive, San Jose 95112

Santa Cruz (408) 724-4734
1432 Freedom Boulevard, Watsonville 95076

Shasta (916) 246-5621
2430 Hospital Lane, Room 55, Redding 96001

Sierra (See Plumas-Sierra counties listing.)

Siskiyou (916) 842-2711
1655 S. Main Street, Yreka 96097

Solano (707) 429-6381
2000 W. Texas Street, Fairfield 94533

Sonoma (707) 527-2621
2604 Ventura Avenue, Room 100-P, Santa Rosa 95401

Stanislaus (209) 526-6654
733 County Center III Court, Modesto 95355

Sutter-Yuba (916) 673-9645
142-A Garden Highway, Yuba City 95991

Tehama (916) 527-3101
1135 Lincoln Street, Red Bluff 96080

Trinity (916) 623-2361
County Courthouse, Weaverville 96093

Tulare (209) 733-6363
Woodland and W. Main, Visalia 93277

Tuolumne (209) 532-5197
52 N. Washington Street, Sonora 95370

Ventura (805) 654-2924
800 S. Victoria Avenue, Ventura 93003

Yolo (916) 666-8435
70 Cottonwood Street, Woodland 95695

Yuba (See Sutter-Yuba counties listing.)

Health Fairs

Once people in a certain area become interested in health and nutrition, their school and community may be ready to present a health and nutrition fair. The following section contains a step-by-step plan for this event.

Time Line for a Health and Nutrition Fair

Prior to the fair date, certain preparations must be made. The following time line indicates when to do these activities.

Nine to twelve months prior to the fair date, the following activities should be completed:

1. Set the date. The second week of March is a good time because of National Good Nutrition Week.
2. Select a place and make reservations. Consider a location with adequate parking and public transportation. Look for a central location that is easy to find. A large room with an elevated stage area is ideal. Consider the availability of tables and portable chalkboards.
3. Ask agencies that would be interested in participating in a nutrition fair to form a committee. Assign responsibilities for the fair's planning and presentation.

The following agencies may provide assistance:

- Food service program of the school district
- Child development and head start programs
- County health departments
- University of California Cooperative Extension adviser offices
- School nurses
- School home economics and physical education teachers
- Local members of the California Dietetic Association
- Local chapter of the American Dental Association
- Elementary school teachers (those who give instruction in nutrition units or who have special interests in nutrition and health)
- Local community college staff members from the child development and/or nutrition and health education departments
- Local Parent Teacher Associations (PTAs) or parent advisory committees

4. Inform the public about the fair.

Six to nine months before the fair, these activities should be completed:

1. Begin meeting with the fair committee to start making contacts with exhibitors and stage performers.
2. Select a theme for the fair, the title, and a motif for the decorations; then establish the objectives. The title could focus on health, exercise, food, eating habits, nutrition, feeling good, and so forth. Suggested motifs for the fair are carnival, zoo, circus, farm, grocery store, or exercise-health club.
3. Develop a letterhead for the fair and list all the committee members, with their agencies and addresses, if such an approach is needed for ease of communication. This approach makes letter writing much easier, since there is no need to list all of the contributing agencies.
4. Send advance notice to educators at all levels who might include nutrition as part of their curriculum. If they know that a fair is being planned, they might be encouraged to include a nutrition activity in their classes that would become a fair exhibit or stage act.

Three to six months before the fair, the following tasks should be completed:

1. Contact school administrators and ask their help and support. Ask that they encourage staff teachers to have class exhibits.
2. Contact community health and fitness agencies that might participate in the fair. Many of these groups might participate if they were given enough advance notice.
3. Contact commercial vendors and ask for their participation. This is sometimes best done by the purchasing agent for the school or sponsoring groups.
4. Coordinate a poster contest in the schools. Posters can present either information or advertisements. Either kind of poster creates interest. A PTA or parent club group would have persons to perform this activity.
5. Develop an advertising campaign. This should include the following:
   - Handbills (for distribution in schools and public places)
   - Posters
   - Newspaper press releases before the date of the fair
   - Radio announcements
6. Disseminate information about the fair. Some possible ways are as follows:
   - Information placed in school papers
   - Information placed in professional newsletters; e.g., dietetic association, school nurses' association, food service association, and so forth
7. Make arrangements for films and filmstrips to be shown at the fair. Select films that cover a variety of subjects and would appeal to various ages. The following sources can provide free or low-cost film rentals:
   - Modern Talking Picture Films, Film Scheduling Center, 2323 New Hyde Park Road, New Hyde Park, NY 11040
   - Association Sterling Films, 6644 Sierra Lane, Dublin, CA 94566; (415) 829-2300
   - County health department
   - Local dental health association or medical association
   - The Nutrition and Food Service Education Resource Center, Vallejo City Unified School District, 321 Wallace Avenue, Vallejo, CA 94590; (707) 643-2531

- Local heart association
- Local hospital health education department
- County or local schools film library
- University of California Cooperative Extension offices (Users can choose films that best suit their objectives.)
- California State Department of Education, Nutrition Education and Training Program

8. Solicit workers for the fair day. The following are suggested sources:
   - High school service clubs
   - PTA groups
   - School food service associations
   - College nutrition students
   - Local youth service groups; e.g., Senior Girl Scouts, Explorer Scouts, 4-H club members

   Fair committee members might be able to provide volunteers from their agencies, such as local dietitians and health professionals.

9. Search for and contact groups and individuals who would appear on stage at the fair. The following are possible sources:
   - Drama, music, or dance classes from local schools
   - Local children's theater groups
   - Puppetry clubs or classes
   - Local exercise or health-fitness clubs that have exercise classes
   - Local teachers of dance, yoga, karate, or other exercise forms, such as aerobic dance
   - Puppet shows or other stage acts from the dental health auxiliary or dietetic association
   - Dairy association with a dairy princess
   - County fair queen or 4-H club queen
   - Clowns from the Ben Ali Shrine Temple (Shriners)
   - Scouting groups, 4-H clubs, school classes

One to three months before the fair, the following arrangements should be made:

1. Request audiovisual equipment needed for displays, stage acts, and the film showroom. Secure an experienced projectionist.
2. Plan decorations for the area where the fair will be held. Design a floor plan and begin to assign booths and display areas. Consider special needs of exhibitors, such as wall space and electrical outlets.
3. Continue with the publicity campaign.
4. Plan for signs and directional information to show clearly parking areas and entrances to the fair building.

The last month before the fair, the following activities need to be completed:

1. Continue to coordinate details. Assign display areas to the exhibitors.
2. Develop a program that lists the times for films and stage entertainment.
3. Distribute flyers through school and community groups.
4. Arrange for extra attractions, such as helium balloons, face painting, background music, and so forth. (Helium is sometimes available through local ambulance companies.)
5. Supervise the room arrangements and decorations. Have a registration area. Cover a long table with paper and divide it into sections for the various groups, schools, and so forth that were invited. At the fair a hostess can give each visitor a program and ask the guests to register with their appropriate group. This method will provide an estimate of the attendance.
6. Arrange for a photographer to record the day in pictures.
7. Order perishable food supplies, if needed.
8. Make signs to announce the stage acts. Have a master of ceremonies for the stage and provide him or her with information about the acts to appear.

Attractions at the Fair

The following are suggestions for displays and activities at the fair:

- Display of winning posters and presentations of prizes
- Area for taking height and weight measurements
- Blood pressure screening
- Display of health and nutrition books available in the local library
- Tasting booth with samples of novel school lunch foods
- Immunizations for children and adults
- Ambulance or emergency equipment display

Ideas from Successful Fairs

- Have a "Calorie Guessing Game." Contestants guess the caloric content of "fast food" items. Prizes can be given for close guesses.
- Have a "Taste and Tell" booth. Contestants taste foods that are suitable for special diets, such as low sodium or low sugar. Provide recipes and diet guidelines. (Local California Dietetic Associations can cooperate with this activity.)
- Have a "Four Food Group Sorting Game." Use empty food packages from the four food groups. Mix the packages together and time how long it takes the participants to sort the foods into the Basic Four Food Groups.
- Have a "Carrot Cake Walk." While music plays, participants march around the floor in a circle that is outlined with large numbered sheets of

paper. When the music stops, each participant is to stand on one of the numbered sheets. When a number is drawn, the person standing on that numbered sheet receives a piece of carrot cake or other nutritious food as a prize.

- Plan a bean bag toss. Players toss bean bags with pictures of foods on them into grocery sacks.
- Adapt rules from carnival games to create games for learning about nutrition and health.

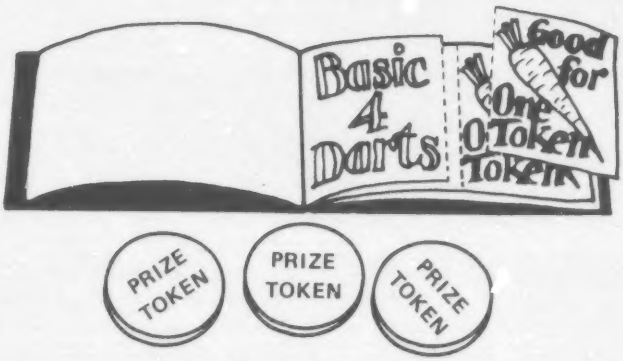
The kinds of prizes chosen will depend on the resources available. Fresh fruit, one of the easiest prizes to find, may be obtained from donations. Local chamber of commerce agencies, sports teams, and tourist organizations often will donate prizes for publicity purposes. Other sources for prizes include drug companies, savings and loan associations, utility companies, and other agencies which develop free promotional material, such as pens, note pads, key chains, litter bags, calendars, and telephone books. Various food industries also may have coloring books, gadgets, or sample-size portions of products.

Those planning nutrition fairs should investigate policies on solicitation and conflict of interest, as these may determine how to request donations and the kinds of products that can be distributed as prizes.

A variety of prize systems may be used depending on the fair audience and kind of prizes given. When fruit is the only prize or if the participants are adults, a supply of prizes should be placed at each game station. However, when children are part of the audience, a more stringent prize control system is necessary. For this situation a system of ticket books and tokens should be used. Each participant receives one ticket book upon entering the carnival and *will not* receive another. The ticket book contains one ticket for each game.

Participants may play the games any number of times, but they may win only once at each game. When a player wins, the ticket stub for that game is ripped out and a plastic token is awarded. The tokens are saved and traded for prizes at a central prize booth. This system provides greater security for prizes, allows weighting of prizes of various values, and maintains an overall control on the prize flow.

If more elaborate prizes can be obtained, a raffle may be incorporated into the carnival format. Place a raffle ticket in each book, and hold the raffle at the end of the carnival. This timing is a means of keeping the audience at the fair throughout the day.



Booths for the Nutrition Fair

Local agencies and persons who might provide booths for the nutrition fair are as follows:

- School food service personnel
- Local meals-on-wheels committee
- Local summer feeding agencies
- County health department
- University of California Cooperative Extension adviser offices and local 4-H clubs (Ask local 4-H clubs to provide a petting zoo of baby farm animals and demonstrations of cooking and food preservation skills.)
- Local chapter of the American Heart Association
- Local chapter of the California Dietetic Association (Contact the local hospital dietitian for information.)
- Local dental association
- Vendors who sell food to an educational agency; for example, milk, produce, or bakery suppliers
- Local church study groups which are concerned with world hunger and malnutrition
- Utility company home economist to emphasize energy conservation and cooking
- Community college classes in health, home economics, and related fields
- Local county interagency nutrition council
- Elementary and secondary classes that can display units on nutrition and foods that they have developed
- Community health agencies; e.g., Diabetes Association, March of Dimes, American Cancer Society, American Dental Association, and so forth
- Community library to display available books on health and nutrition and to provide a resource list as a selection guide

Suggestions for Elementary School Exhibit

The following concepts may be used for posters, graphs, games, and displays for an elementary school health and nutrition fair:

- Dental health
- Sugar in the diet

- Basic Four Food Groups
- Nutrients—their functions, their food sources
- Nutritious snack foods
- Ethnic foods and cultural identity
- Impact of advertising on food selection
- The importance of breakfast
- Relationship between food intake and activity level (obesity)
- The growing of our food supply (plants and/or animals)
- Careers in food-related fields
- Protection of food—additives, pollution, sanitation, and so forth
- U.S. Dietary Guidelines, established by the Senate Select Committee on Nutrition in 1976

Suggested live theater presentations are as follows:

- Skits on health and nutrition that are written by students
- Puppet shows produced by students (A puppet theater stage will be available.)
- Exercise routines to promote physical fitness, such as aerobic dance
- Songs and parodies about food and its relationship to healthy minds and bodies

Suggestions for High School Exhibit

Exhibit suggestions involving the biological sciences are as follows:

- Chemical analysis of various foods
- The digestive system of the body
- Effects of various diets on small laboratory animals
- Food-borne organisms that spread sickness
- Proper nutrition for athletic performances
- Food additives and preservatives

The following are exhibit suggestions involving home economics and vocational education:

- Easily prepared nutritious snacks
- Cooking demonstrations with vegetables, cheese, home-baked bread, and so forth
- Analyses of different kinds of flour, sugar, and fats
- Safety and sanitation practices in the kitchen
- Nutritional labeling
- Vegetarianism and other alternative diets

Exhibit ideas involving the fine arts are as follows:

- Posters advertising the fair
- Posters on the subject of health and nutrition
- Skits
- Puppet shows
- Extemporaneous speaking contest on health topics
- Songs, dance routines, and so forth

In physical education classes, exhibits or activities might be used to show the relationship between nutrition and physical activity. Some examples are the following:

- Role of nutrition in athletic training (display material)
- Testimony from athletes about physical fitness and performance (on stage)
- Dance performances by dance classes (on stage)

The school band might provide background music for the nutrition fair.

Exhibits involving the social sciences might include the following:

- Ethnic food patterns—historical and geographical perspectives
- Impact of advertisements on food selection patterns
- Life-styles in America and their impact on eating habits
- Hunger in Third World nations

Communications Aids

This chapter provides additional materials for communicating with parents: "Nutrition-Grams," "Certificates of Thanks," nutrition education program logos, and suggestions for better nutrition.

Nutrition-Grams

"Nutrition-Grams" are for quick communication with parents. The blank form can be used to convey information or to request materials for classroom use. The preprinted "Nutrition-Grams" will be used to invite parents to participate in classroom activities. Forms for "Nutrition-Grams" appear on pages 87 and 97.

Certificates of Thanks

"Certificates of Thanks" give recognition to those who have helped with nutrition education programs. One should fill in the parent's name and secure the signatures of the principal and the teacher to complete the form. These certificates can be presented at a special parent award function, at a PTA meeting, or in the classroom as recognition for the parents' contributions. See page 99.

Nutrition Education Program Logos

"Choose Well, Be Well" logos in various sizes are included. They can be cut and pasted onto newsletters, reports, or other materials that are sent to parents. The parent will readily identify these materials as nutrition education project communications. These logos appear on page 101.

Suggestions for Better Nutrition

These short statements of nutritional advice can be added to a school newspaper, posted on the school bulletin board, or included in communications with parents:

- Promote good nutrition for your family by:
  - Selecting whole grain products
  - Choosing foods with low sugar content
  - Drinking low-fat and nonfat milk
  - Draining fat away from cooked foods
  - Eating foods in their least processed form
- Make every bite of food count toward good nutrition, because you are what you eat. A nutritious diet can be preventive medicine.
- Do the following to get the most vitamins and minerals from fruits and vegetables:
  - Eat them raw when possible.
  - Steam, stir-fry, or bake them; or boil them in a small amount of water.
- Use herbs, spices, flavoring extracts, lemon, or vinegar to enhance the flavor.
- Eat fresh fruits and vegetables, seeds, nuts, and whole grain breads and cereals to increase fiber in the diet.
- Choose oils that are less saturated. Oils made from corn, safflower, sunflower, and sesame seeds are less saturated than peanut, olive, coconut, or palm oils.
- Eat more fresh fruits and vegetables.
- Have children help to grow or prepare food. They are more likely to eat these foods.

Nutrition-Gram

Choose Well, Be Well **Nutrition Education Program**

Nutrition-Gram

Choose Well, Be Well **Nutrition Education Program**

Choose Well, Be Well

The _____ class of

_____ School

wishes to thank

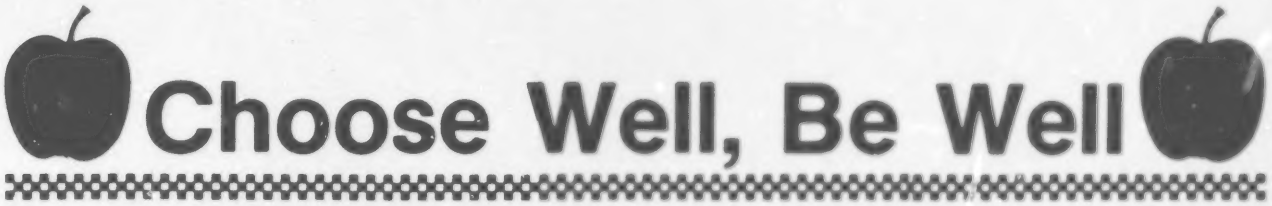
_____

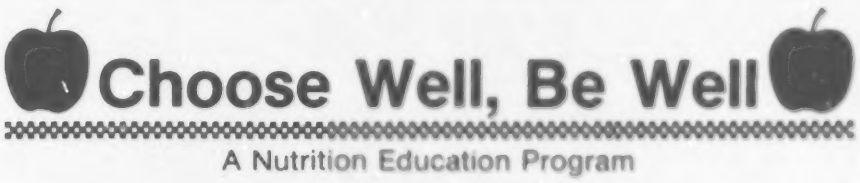
for participating in the
Nutrition Education Program activity.

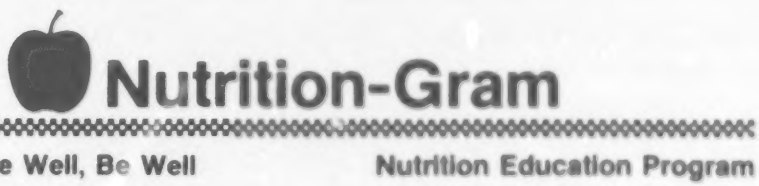
_____ _____

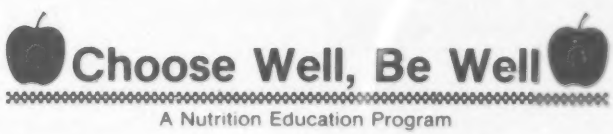
Principal Teacher

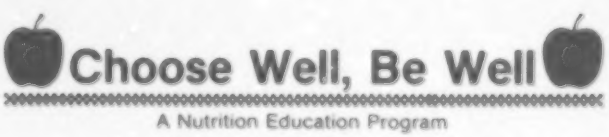
Nutrition Education Program Logos

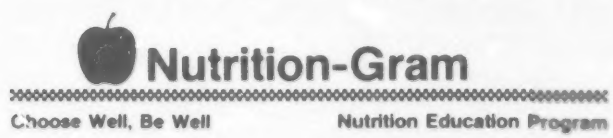


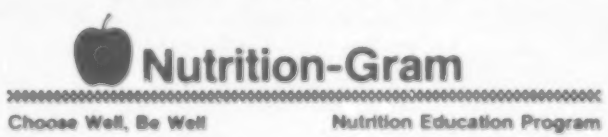


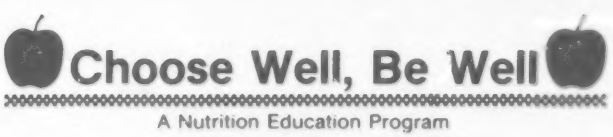


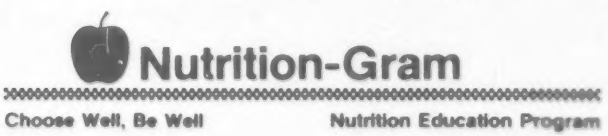












Effective Use of the Media

This chapter contains information about effective media usage, references for communications and public relations, public service announcements, and press releases.

Media

The following suggestions show what is required to inform the public about a school's nutrition education activities:

- *Know what is news.* Ask yourself some questions. If the story were not about your program, would it interest you? Will it interest the community? Is the topic unique? Does the story have human interest? Does it tell about community services? What is newsworthy about what you have to say?

- *Know the audience.* A story may be newsworthy to one group of people and of no interest to another. Only those who live close enough to attend should be notified of forthcoming events.

- *Know the mass media.* Study the newspapers, radio, and television stations in your area that will be the most receptive to the kind of news and information you have to communicate. Other printed media that provide a good publicity outlet are newsletters to people on specific mailing lists.

- *Compile a media list.* This list should include the names, addresses, phone numbers, and copy deadlines of all media that reach the readers and viewers you want to inform. Check your local library or make telephone inquiries to determine the names of media contacts. Be sure to consider using local cable television channels, if available.

Communications and Public Relations References

The publications listed in this section contain useful information about how to publicize nutrition education activities.

- Leiding, Oscar. *A Layman's Guide to Successful Publicity.* Philadelphia: Ayer Press, 1976.
- *Nutrition in the News.* This information booklet is available from: The Potato Board, 1385 S. Colorado Boulevard, Suite 512, Denver, CO 80222.
- *Planning a Publicity Campaign.* Nutrition Education and Training Program, Sacramento: California State Department of Education, 1981. This publication may be purchased for $2 from: The California State Department of Education, P.O. Box 271, Sacramento, CA 95802.
  Publicity Handbook. This booklet is available from: Consumer Services, the Sperry and Hutchinson Company, 2900 W. Seminary Drive, Ft. Worth, TX 76133. The cost is 50 cents each.

Public Service Announcement

Send the following public service announcement, which lasts 30 seconds, to your local radio station. Include a note to the public service director requesting the help of his or her station to broadcast information about the parent/community awareness campaign. Fill in your name and phone number and the name of your school before submitting this form to your local radio station.

Public Service Announcement

Nutrition Education Program in the local school

Contact: Name: _____

Phone: _____

Release date: _____

Time: 30 seconds

Students of _____ School are learning how to make wise food choices through the use of a nutrition education curriculum entitled *Choose Well, Be Well.* The curriculum was published by the Nutrition Education and Training Office of the California State Department of Education. Telephone the school for more information.

Press Release

This short press release can be sent to local commercial newspapers or included in the school newspaper. Fill in the blanks with the names of the school and the personnel who are involved.

Press Release

The following information is for immediate release:

From: _____

School: _____

Address: _____

Contact person: _____

Phone: _____

Our forefathers found on their dinner table a limited selection of foods. They ate what they could produce and store. The food choices available today number close to 10,000 different fresh, frozen, and processed foods. It comes as no surprise that children today need education to help them make wise food choices.

Nutrition education is taking place at _____ School through the use of a curriculum entitled *Choose Well, Be Well.* This curriculum was developed and distributed by the Nutrition Education and Training Program of the California State Department of Education.

Classroom teachers use the teaching strategies from the curriculum to provide knowledge about nutrition and health and to guide students in activities that help to clarify the pupils' feelings that affect their food choices.

Students study a variety of topics, such as factors that affect food choices, careers in the food industry, safe handling of foods, and consumer skills. After their classroom activities, the students will be able to choose well to be well. Parents and the community are encouraged to participate in this learning process. For more information, contact the _____ School.

Assessment of Parent Programs

The following needs assessment and evaluation forms have been developed for use in monitoring the program, determining its future direction, and planning and implementing its goals and objectives:

- "Parent Nutrition Interest Survey." This form is to be used at the beginning of the program to determine parents' special interests in nutrition and the kinds of programs needed to meet their concerns. (See page 107.)
- "Parent Activity Survey." This form is for the evaluation of parents' meetings that address nutrition content topics. Plans for future meetings could be determined from the completed evaluations. (See page 109.)
- "Parent Awareness Survey." This survey is to be used at the end of the program to assess the impact of the nutrition education program on the eating habits of the students. (See page 111.)
- "Checklist for Evaluating Industry-Sponsored Educational Materials." This list is for use in selecting materials for groups studying nutrition education. (See page 113.)

Some successful ideas from other nutrition education programs for the distribution and return of the "Parent Nutrition Interest Survey" and the "Parent Awareness Survey" include delivering these forms in conjunction with other needs assessment materials in the school, using them at parent conferences, and distributing them during open house for parents' events.

To encourage the return of the surveys, the teacher or the school food service personnel may provide a snack for the children who return them or a prize for the classroom with a 100 percent return.

Choose Well, Be Well
The Nutrition Education Program

Parent Nutrition Interest Survey

To help those planning the parent education component of the school's nutrition education program, please complete the following questionnaire. Indicate the nutrition and health topics that interest you most by placing a check mark in the proper column. Please return this form to your child's teacher by _____.

Nutrition and Health Topics	I am interested.	I am not interested.
1. Understanding weight control		
2. Stretching the food dollar and buying better nutrition, too		
3. Feeding the young child		
4. Processing foods and understanding food additives		
5. Preparing and preserving foods		
6. Promoting wellness through good eating habits		
7. Providing prenatal and infant nutrition		
8. Understanding alternative diets and vegetarianism		
9. Other: _____		

Place a check mark beside your response to the following questions:

1. Would you be interested in attending a nutrition education workshop at school? ___Yes ___No
2. When? _____ Morning _____ Afternoon _____ Evening _____
3. Will you assist in nutrition education classroom activities? ___Yes ___No

Please check your special interests:

_____ Helping as a classroom cooking assistant
_____ Demonstrating cultural foods for multicultural education
_____ Preparing teaching materials
_____ Securing food and equipment for classroom food experience
_____ Accompanying students on field trips
_____ Assisting with a health fair

Thank you for your time. This information will be used to plan parent education programs that match the interests of the school's parents.

_____ _____ _____
Parent's name Phone

_____
Child's full name

_____
Child's teacher

Parent Activity Survey

Workshop Location: _____ Date: _____

We would like to know how you feel about today's activity. Below are five statements we would like you to rate on a scale from one to five. In statement six you are asked to list which part of the workshop you liked best. We also would appreciate greatly any comments, questions, or suggestions you have.

In this way we hope to improve future workshops. Thank you.

Statements	1 Strongly disagree	2 Somewhat disagree	3 Neutral	4 Somewhat agree	5 Strongly agree
1. Today's activity gave me a better understanding of the part nutrition plays in our lives.					
2. I learned about ways to improve my family's eating habits.					
3. Today's activity was well presented.					
4. I plan to use some of the ideas from this activity at home.					
5. Overall, I found the activity worth my time.					

6. The part of the workshop that I liked best was _____

_____

7. Comments/suggestions/questions: _____

_____

_____

Choose Well, Be Well
The Nutrition Education Program

Parent Awareness Survey

Please answer the following questions according to any changes in your child's behavior toward foods that you have seen this year:

Put an *X* in the appropriate box.

Questions	None	Once/twice	Occasionally	Frequently
1. Has your child talked to you about making healthful food choices?				
2. Has your child shown increased willingness to try new foods?				
3. Has your child shown a willingness to eat previously disliked foods?				
4. Has your child talked to you about classroom food experiences or nutrition lessons?				

5. Has your child participated in a nutrition education program this year?

☐ Yes ☐ No ☐ Not sure

6. If your child has participated in a nutrition education program, please answer the following question:

How did you learn about the nutrition education program? (Check all appropriate boxes.)

☐ From my child
☐ Letter from my child's teacher
☐ My participation in classroom activities
☐ Meeting at school
☐ Newspaper, television, or radio
☐ Other: _____

_____

7. How much classroom time would you like your child to spend on nutrition education?

☐ Okay as is
☐ More time
☐ Less time

Checklist for Evaluating Industry-Sponsored Educational Materials

Answer the following questions before using industry-sponsored educational materials in your nutrition education program:

1. Is the nature and scope of the material's content in tune with the goals and objectives of the curriculum?
2. Will the material be suited to the abilities and cultural background of my students?
3. Does the material contain conflicting statements?
4. Is a brand name or logo overly displayed in the material?
5. Is the material current?
6. Does the material promote a commercial product, service, or idea in a way that would mislead students?
7. Does the material deal with controversial issues in a fair way?
8. Does the learning value of the material outweigh the commercial sales pitch?
9. Is the material clearly organized, and are the instructions clear for teachers and students?
10. Will the use of this material enrich my nutrition education curriculum?

After using this checklist to review all industry-sponsored materials, select those that will enhance your curriculum. Be selective. You control the use of these industry-sponsored materials. Make them work for you.

Strategies to Use with Parents—From Choose Well, Be Well Grade-Level Lessons

Activities for parent involvement from the curriculum guides for the preschool and kindergarten levels, primary grades, and upper elementary grades of the *Choose Well, Be Well* series are listed below. These activities are cross-referenced according to the lessons in which they appear.

Lessons for Preschool Through Kindergarten Levels

The following lessons are from *Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten:*

Lesson One—Identifying the Need for Food

Newsletter number one, on page 37, should be sent home.

The Need for Food. Ask parent volunteers to prepare the booklet "The Body Engine" for classroom use.

Energy. Ask a home-bound parent volunteer to cut or tear pictures from magazines showing children doing various activities.

Growth. Send home growth information on the "Height-Weight Chart," page 63. Invite a parent to assist in the classroom by taking the heights and weights of classroom children. Send home a letter to parents, requesting that they send baby pictures to school for classroom use.

Reasons for Growth. Request parents' help to prepare the "Accordion Kids," which appears in the curriculum guide for this level, for classroom use.

Lesson Two—Identifying a Variety of Foods

Newsletter number two, on page 39, should be sent home.

Food Tasting. Ask parents to provide a variety of foods for sensory experiences.

Food Lotto—Food Varieties. Use a parent volunteer to prepare "Food Lotto" game boards. Use parent volunteers to play this game with small groups of children.

"Food Concentration" game. Use a parent volunteer to help prepare "Food Concentration" game boards for classroom use. Parent volunteers may be used to play this game with a group of children.

"Fruits by Color" game. Ask for parents' assistance in preparing the "Fruits by Color" game. Parent classroom aides may play this game with children.

"Food Grouping" game. Ask for parental help in collecting food pictures for the "Food Grouping" game.

Ask for parental help in making the "Food Dominoes" cards. Parents also can assist by playing the game with children.

Lesson Three—Classifying Foods from Plants and Animals

Food Sources. Ask parents to collect food pictures and empty food containers for this activity. Pictures will be used for student collages.

Invite parents to chaperone for class field trips or to host a trip if their work or place of business is food-related.

Foods from Plants and Animals. Ask parents to aid children as they do the "Fruit Tree" art project.

Foods from Plants and Animals Used in Snacks. Invite parents to assist with the classroom preparation of the recipes for "Egg Snacks," "Tuna Cracker, Crunch," "Wheat Bread" and "Homemade Butter." Ask for food supplies and equipment from parents if school sources are not available.

Food Sources in Review. Ask a parent to prepare the "Food Source Flash Cards" for this lesson.

Lesson Four—Identifying Influences on Food Choices

Our Senses. Ask a parent to prepare the "Sammy Senses Puppet" for this lesson.

The Sense of Touch. Ask parents to provide food supplies for this lesson if none is available from food service sources.

The Sense of Hearing. Ask a parent to prepare the tape recording of the sounds of food and cooking. Ask for examples of crunchy snacks for a classroom tasting activity.

The Sense of Taste. Ask parents to provide and help prepare foods for the tasting party.

The Senses in Review. Ask a parent to assist with the popping of popcorn.

Lesson Seven—Washing Hands

Newsletter number five, on page 45, should be sent home.

Clean Hands. Include a parent in the preparation of a set of puppets and the puppet stage for this activity.

Lesson Eight—Preparing Food for Eating

The Need for Cleaning Food. Have a parent assist the children as they clean celery in the classroom.

Preparing Vegetables. Request that parents provide vegetables for the tasting and preparation activities. Invite a parent to assist the children as they do their vegetable preparation.

"Vegetable Funny Face." Solicit help from parents to prepare vegetables for "Vegetable Funny Face"

crackers. Parents may be asked to provide food materials.

Lesson Ten—Identifying Food Storage Methods

Fresh Orange Juicicles. Ask parents to provide oranges and classroom assistance for the preparation of frozen juice bars made from orange juice.

Lesson Eleven—Identifying Enjoyable Mealtime Practices

Table Manners. Enlist the assistance of a parent to prepare the story sheets for "The Square That Liked to Be Messy."

Lesson Fourteen—Identifying What Makes Plants Grow

Alfalfa Sprouts. Ask a parent to collect materials for the growing of alfalfa seeds.

Plant Growth Cycle. Invite a parent to be in the classroom to assist the children as they plant seeds.

Lesson Fifteen—Identifying People Who Make Food Available

Newsletter number three, on page 41, should be sent home.

Buying and Preparing Food and the Grocer. Ask parents to save empty food packages so that the classroom can have a grocery store.

Lesson Sixteen—Exploring Television Commercials

Newsletter number four, on page 43, should be sent home.

Food Commercials. Send home a letter to parents, asking them to participate with their child in counting commercials on television.

Lessons for the First Grade

The following lessons are from *Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades:*

Lesson One—Classifying Plant Foods

Newsletter number one, on page 37, should be sent home.

Ask parents to supply any home-grown produce or grains that come from their yard, garden, or farm so that children can practice classifying the produce or grain that grows in the school vicinity.

Lesson Three—Classifying Animal Foods

Invite parent assistance in preparing the butter from heavy cream. This activity may be done in small groups or learning centers. Send recipes home using a recipe format.

Lesson Five—Exploring Food Values

Ask parents for magazines that contain pictures of foods and donations of lunch-size paper bags.

Lesson Six—Identifying Diet-Related Health Problems

Ask parents to provide low-sugar, high-nutrient snacks for a tasting party. Send home snacks for school, using the "Parents' Guide to Nutritious Food for Classroom Events," on page 33.

Lesson Seven—Identifying Health Professionals

Newsletter number three, on page 41, should be sent home.

Ask parents in your class who are in the health care field to come to class and share information about their career with your students. If possible, take a trip to a dental office. Ask parents to assist in planning and executing the field trip.

Lesson Nine—Identifying Sanitation Procedures

Newsletter number five, page 45, should be sent home.

If you have classroom parents who work in the food industry, invite them to share information about their job with the students and to discuss the sanitation practices used on their job. If you plan to establish a classroom cooking center, invite parents to help by providing cooking utensils for the center. Be sure that parents are aware of the safety and sanitation considerations.

Give the participating parents a copy of "Sanitation and Safety for Classroom Cooks" and "Making the Most of a Cooking Activity," on page 89, before they serve as classroom cooking aides for your class.

Lesson Ten—Decreasing Food Waste

Newsletter number four, on page 43, should be sent home.

Invite parents to attend a "Lunch Together" day at school. (See page 6.) Introduce parents to the food service personnel, and invite parents to discuss their concerns about food service for their children.

Lessons for the Second Grade

The following lessons are from *Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades:*

Lesson One—Classifying Foods into the Basic Four Food Groups

Newsletter number one, on page 37, should be sent home.

Food Service Involvement. Ask parents to provide foods for a "Four Food Group Tasting Party." Ask

them to save empty food cartons and send them to the classroom so that students may practice food classification.

Lesson Two—Identifying Servings from the Basic Four Food Groups

Have the students and parents record a 24-hour food diary and classify the foods. Have them count the number of servings for each food. You might use the contract format on page 35 so that parents may be aware of this activity.

Lesson Five—Choosing Nutritious Snack Foods

Newsletter number two, on page 39, should be sent home.

Send home the "Parents Guide to Nutritious Food for Classroom Events." (See page 33.) Ask parents to help the class with the cooking activities for holiday foods.

Lesson Seven-Identifying Food Advertising Techniques

Newsletter number four, on page 43, should be sent home.

Ask parents to save empty cereal boxes for your class to study.

Lesson Ten—Packaging Foods for Sale

Ask parents to provide the samples of packaging materials needed for the lesson.

Lesson Eleven—Storing Food

Newsletter number five, on page 45, should be sent home.

Ask the parents to provide empty food packages. Suggest that they allow children to put food into storage areas as practice for classroom learning.

Lesson Twelve—Identifying Careers in Processing, Preparing, and Serving Food

Newsletter number three, on page 41, should be sent home.

Ask parents who work in the food industry to share their job knowledge with the students by coming into the classroom or by inviting the class to their food preparation site. Use a parent volunteer to assist in the making and serving of peanut butter.

Lessons for the Third Grade

The following lessons are from *Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades:*

Lesson One—Identifying Personal Energy Needs

Newsletter number one, on page 37, should be sent home.

Invite children and parents to keep a diary of their activities during a day. Classify each activity as a high energy burner (HEB) or a low energy burner (LEB).

Lesson Three—Identifying the School Lunch Pattern

Send home a copy of the school lunch menu for the month. Have the school lunch food pattern (Appendix C) printed on the back.

Lesson Four—Recognizing Family Differences in Selecting and Serving Food

Newsletter number two, on page 39, should be sent home.

Invite parents to share ethnic foods prepared at home for children in school or to come and assist when children cook in the classroom.

Lesson Seven—Preparing Food

Newsletter number five, on page 45, should be sent home.

Ask parents to assist in cooking and tasting activities with the preparation of raw and cooked vegetables. During activities to determine students' preferences for food preparation, ask a parent to help with varied preparation and serving methods of apples.

Lesson Ten—Recognizing the Main Ingredient on a Label

Newsletter number four, on page 43, should be sent home.

Encourage parents to help their children find interesting food labels to study in the lesson on label reading. Have parents assist with a class visit to a supermarket to do some label reading.

Lesson Thirteen—Identifying Careers in Food Production

Newsletter number three, on page 41, should be sent home.

Ask parents who work in the food industry to explain the duties they perform on their jobs. Parents may assist with the preparation of Orange Juicicles, or they may do other food preparation activities.

Lessons for the Fourth Grade

The following lessons are from *Nutrition Education—Choose Well, Be Well: A Curriuclum Guide for the Upper Elementary Grades:*

Lesson One—Identifying Effects of Eating Environments

Newsletter number two, on page 39, should be sent home.

When keeping a journal (see "Journal Entries" on page 5) or writing in "My Food Booklet," students might add the following open-ended statements for completion by their parents:

- The food I most like to cook for my child is . . .
- When my child complains about the food I serve, I feel . . .
- The food preparation job I dislike most is . . .
- When my child refuses to eat a food that I have provided, I feel . . .
- When our family is going out for dinner, I choose a restaurant that has . . .

Lesson Four—Selecting School Party Foods

Send home "Parents' Guide to Nutritious Foods for Classroom Events," on page 33.

Lesson Five—Improving the School Lunch Area

Newsletter number four, on page 43, should be sent home.

Work with a Youth Advisory Council (YAC), page 8.

Lesson Eight—Identifying Nutrient Groups

Newsletter number one, on page 37, should be sent home.

Ask the students to prepare the nutrient mobile to be hung in the family eating area.

Lesson Ten—Identifying Six Steps in the Digestive Process

Ask a parent to volunteer to help prepare bran muffins. Duplicate the recipes and the "Fiber and Whole Grains" brochure, pages 49 and 50, to send home.

Lesson Eleven—Preventing Food-Borne Illnesses

Newsletter number five, on page 45, should be sent home.

Ask pupils to write a letter home using the parent newsletter blank form on page 47 to tell their parents what they have learned about storing foods in and out of the refrigerator. Refer to the pictures that have been posted beside the thermometer poster as a basis for the facts pupils could include in the letter.

Lessons for the Fifth Grade

The following lessons are from *Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades:*

Lesson One—Identifying Major Nutrients

Newsletter number one, on page 37, should be sent home.

Present a parent-student-teacher contract to the students for evaluation of the nutrient content of the foods they consume. (See the contract on page 35 of this document.) Sample:

I, the teacher, will help the student identify the nutrient content of the foods that we have not studied in class.

I, the student, will list the foods I eat during the next 24 hours, classify them according to the proper food group, and identify the major nutrients the food contains.

I, the parent, will look at my child's food list and help determine whether the food my child eats satisfies his or her nutritional needs.

Lesson Three—Identifying Food Preparation Methods

Newsletter number five, on page 45, should be sent home.

Ask the pupils to help their parents prepare vegetables using methods that maximize nutrient retention.

Lesson Four—Identifying Ways Aesthetic and Sensory Qualities Influence Food Choices

Newsletter number two, on page 39, should be sent home.

Provide a copy of "Map Out Your Tongue," on page I-47, of *Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades* for students to use at home to help their parents learn more about how the tongue functions.

Lesson Five—Influencing the School Lunch Selection

Newsletter number four, on page 43, should be sent home.

Help parents to be informed about the school lunch program. Send home the lunch pattern presented in Appendix C of this document.

Lesson Ten—Identifying the Role of the Dietitian and Nutritionist

Newsletter number three, on page 41, should be sent home.

Ask parents who work in the food and nutrition field to tell the class about their job.

Lessons for the Sixth Grade

The following lessons are from *Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades:*

Lesson One—Identifying Food Sources of Carbohydrate, Protein, and Fat

Newsletter number one, on page 37, should be sent home.

Ask parents to help with the "Three Nutrients in a Pocket" activity.

Lesson Two—Planning Meals from Food Groups

Use a contract in which students agree to plan and prepare a nutritionally adequate meal and report back to the teacher their feelings about the experience. Ask parents to assist their children in making the most nutritious choices from among the foods available.

Lesson Four—Using Unit Pricing in Purchasing Snack Foods

Newsletter number four, on page 43, should be sent home.

Ask students to bring food advertisements from local supermarkets to class. Help them calculate the unit price of similar products from different stores. Suggest that the pupils help their parents by calculating the unit price of five products their family often uses. Have the students share their findings with their family.

Lesson Seven—Examining Food Requirements of Different Individuals

Encourage parents to share anecdotes with their children about what they ate and how much food they needed at various stages in the life cycle.

Lesson Eight—Identifying Food by Nation

Newsletter number two, on page 39, should be sent home.

Ask parents to assist in the preparation of various breads. Invite parents and interested community members to the food fair.

Lesson Ten—Identifying Factors That Affect the Yield and Quality of Crops

Newsletter number five, on page 45, should be sent home.

Ask parents to help their children locate newspaper and magazine articles that present the controversies over pesticide use. Encourage parents and children to discuss this topic. Have the children report back to the class with the articles and a summary of their family discussions.

Lesson Eleven—Identifying the Role of the Food Scientist

Newsletter number three, on page 41, should be sent home.

Have students seek out an aged community or family member to ask about the development and acceptance of new foods. Ask whether this person can name foods that are no longer on the market and explain why these foods disappeared. Encourage students to report back to the class.

Appendix B

Bilingual Materials

Big Ideas in Nutrition Education—Consumer Program includes three filmstrips, with cassettes available in English and Spanish: "Food for Good Health," "Smart Shopping," and "How Much Is Enough?" These are available from the National Dairy Council, 6300 N. River Road, Rosemont, IL 60018.

Buen Alimento para los Niños (Food for the Children) and *Nutrición para Ti* (Nutrition for You) are filmstrips available in Spanish only from Bilingual Educational Services, P.O. Box 669, 1607 Hope Street, South Pasadena, CA 91030.

Guía para comer Bien (Guide to Good Eating) and *Lo Que Debe Dar De Comer a Su Familia* (What to Feed Your Family) are two pamphlets available from the National Dairy Council, 6300 N. River Road, Rosemont, IL 60018.

Inside My Mom is a filmstrip/cassette available in English and Spanish from local March of Dimes offices. The title is given in English only.

Los Niños Pequeños Necesitan Buenos Alimentos (#HM-86); in English, *Small Children Need Food* (#MH-82—85) are pamphlets available from Agricultural Extension Service, University of California, Berkeley, CA 94720.

Nutrición Producciones Carlos Campesino, Apartado 244, Guatemala City, Guatemala, offers a set of eight filmstrips and guidebooks to be used for teaching nutrition in Spanish. Topics include infant feeding, feeding the preschool child, and tips on the purchase, storage, and preparation of food. English translations of dialogue are available on request.

Southeast Asian American Nutrition Education Materials is an information packet available from Nutrition and Technical Services, Food and Nutrition Service, U.S. Department of Agriculture, Washington, DC 20250.

Tú-y los Alimentos (You and Your Food) is a 16mm film available from Walt Disney Educational Materials Company, 800 Sonora Avenue, Glendale, CA 91201.

Vietnamese Food Habits and Culture, Bulletin HS43, is available from the University of Minnesota, Bulletin Room, 3 Coffey Hall, 1420 Eckles Avenue, St. Paul, MN 55108. The cost is 10 cents each.

Expanded food and nutrition education program materials, which consist of pamphlets and bulletins, are available in English, Spanish, Chinese, and Vietnamese. Contact the local University of California Cooperative Extension Office.

Appendix C

U.S. Department of Agriculture School Lunch Pattern

The school lunch patterns are established by the United States Department of Agriculture to ensure that children will receive one third of their daily nutrient needs from the lunch that the school provides. The patterns also serve as a model so that schoolchildren may visualize examples of balanced meals. Many school lunch providers will vary the serving sizes to meet the food needs of a particular age or group of children.

Representatives from the Office of Child Nutrition Services, California State Department of Education, monitor the nutritional content and the serving sizes of lunches that are offered to California's schoolchildren.

Food	Minimum quantities, by grade level				
	Preschool		Kindergarten–grade 3, ages 5–8 (Group 3)	Grades 4–12, age 9 and over (Group 4)	Grades 7–12, recommended quantities (Group 5)
	Ages 1-2 (Group 1)	Ages 3-4 (Group 2)			
Meat or Meat Alternate					
A serving of one of the following or a combination to give an equivalent quantity:					
Lean meat, poultry, or fish (edible portion as served)	1 oz (28 g)	1½ oz (42 g)	1½ oz (42 g)	2 oz (57 g)	3 oz (84 g)
Cheese	1 oz (28 g)	1½ oz (42 g)	1½ oz (42 g)	2 oz (57 g)	3 oz (84 g)
Large egg	½	¾	¾	1	1½
Cooked dry beans or peas	¼ cup (45 g)	⅜ cup (68 g)	⅜ cup (68 g)	½ cup (90 g)	¾ cup (135 g)
Peanut butter	2 Tbsp (32 g)	3 Tbsp (48 g)	3 Tbsp (48 g)	4 Tbsp (64 g)	6 Tbsp (96 g)
Vegetable and/or Fruit					
Two or more servings of vegetables or fruit or both to total	½ cup (120 g)	½ cup (120 g)	½ cup (120 g)	¾ cup (180 g)	¾ cup (180 g)
Bread or Bread Alternate					
Servings of bread and bread alternate.	5 per week	8 per week	8 per week	8 per week	10 per week
A serving is:					
• 1 slice of whole grain or enriched bread					
• A biscuit, roll, muffin, and so forth, whole grain or enriched					
• ½ cup (80 g) of cooked whole grain or enriched rice, macaroni, noodles, other whole grain or enriched pasta products, or other cereal grains, such as bulgur or corn grits					
• A combination of any of the above					
Milk					
A serving of fluid milk	¾ cup (6 fl oz) (180 mL)	¾ cup (6 fl oz) (180 mL)	½ pint (8 fl oz) (240 mL)	½ pint (8 fl oz) (240 mL)	½ pint (8 fl oz) (240 mL)
At least one of the following forms of milk must be offered:					
Unflavored low-fat milk					
Unflavored skim milk					
Unflavored buttermilk					

This chart was revised in December, 1982.

Other Publications Available from the Department of Education

Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs is one of approximately 500 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

California Private School Directory	$9.00
California Public School Directory	12.50
Curriculum Design for Parenthood Education (1982)	4.00
Discussion Guide for the California School Improvement Program (1978)	1.50*
District Master Plan for School Improvement (1979)	1.50
Eating Habits of Students in California Public Schools, A Summary (1981)	2.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*
Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980)	2.50
Guidelines for School-Based Alcohol and Drug Abuse Programs (1981)	1.00
Handbook for Planning an Effective Mathematics Program (1982)	2.00
Handbook for Planning an Effective Reading Program (1983)	1.50
Handbook for Planning an Effective Writing Program (1983)	2.50
Health Instruction Framework for California Public Schools (1978)	1.35
History—Social Science Framework for California Public Schools (1981)	2.25
Improving the Human Environment of Schools (1979)	2.50
Improving Writing in California Schools: Problems and Solutions (1983)	2.00
Making Mealtime A Happy Time for Preschoolers (1983)	7.50/10
Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
Nutrition Education Today: Curriculum Design for Nutritional Knowledge and Food Use, Secondary and Adult Education (1981)	2.50
Planning a Publicity Campaign (Nutrition Education Training Program packet) (1981)	2.00
Preparing Food for Preschoolers (1983)	7.50/10
Putting It Together with Parents (1979)	.85
Raising Expecations: Model Graduation Requirements (1983)	2.75
Reading Framework for California Public Schools (1980)	1.75
The Relationship Between Nutrition and Student Achievement, Behavior, and Health (1980)	4.00
Science Education for the 1980s (1982)	2.00
School Improvement: Making California Education Better (brochure) (1982)	NC
Simplified Buying Guide (1981)	1.50
Statement on Competencies in English and Mathematics Expected of Entering Freshmen (1982)	2.50
Student Achievement in California Schools	2.00
Students' Rights and Responsibilities Handbook (1980)	1.50
Visual and Performing Arts Framework for California Public Schools (1982)	3.25

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

*Also available in Spanish at the price indicated.

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